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ABSTRACT

The Kentucky Placement and Followup System (KPFS) was assessed to determine the effectiveness of the different components, describe the potential usefulness of KPFS, and identify any barriers that had been encountered. A questionnaire was developed by the program director to survey the fourteen vocational education regions in Kentucky to determine the extent to which they have implemented KPFS. Conclusions based on findings of the study included (1) the KPFS developed in Region 4 is an effective mechanism for obtaining valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students; (2) to be fully effective, this system requires placement and follow-up to be equal partners; (3) various barriers relate more to implementation than to concept, and improvements are possible without altering KPFS's basic structure; (4) the placement component needs additional study since the information system is not working effectively; and (5) because of added responsibilities to state and regional staff and instructors, time commitments must be recognized. (A final section summarizes effective aspects of the system, features not working, barriers, and improvements needed. Appendixes, amounting to over one-half of the report, include recommendations for implementing KPFS statewide, the thirty-six-page questionnaire, and KPFS Teacher Handbook on system establishment and operation.) (YLB)

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FINAL REPORT

A STUDY OF THE KENTUCKY PLACEMENT AND FOLLOW-UP SYSTEM

By

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June 30, 1980

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Commonwealth of Kentucky
State Department of Education
Bureau of Vocational Education

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PREFACE

This document represents the summary of an assessment of the Kentucky Vocational Education Placement and Follow-up System.

A model placement and follow-up system was developed over a three-year period in Vocational Education Region 4. An assessment of the model was deemed necessary because of the increased state and regional staff responsibilities, teacher responsibilities and work load requirements brought about by this system. It was felt that this expenditure of time and other resources to implement this priority deserved a careful assessment. The assessment was needed to determine the effectiveness of the system, describe the potential usefulness and identify any barriers that have been encountered.

The assessment was conducted in the Department of Vocational Education, University of Kentucky, and was funded by the Research Coordinating Unit, Bureau of Vocational Education, Frankfort.

Leaders in the regions and the Bureau helped design the assessment instrument which was sent to the fourteen Regional Coordinators of Placement and Follow-up.

Dr. Carl F. Lamar, Professor of Vocational Education, University of Kentucky, directed the project. Sarah T. Henry compiled the final report. Dr. Henry was on leave for the summer from the Department of Occupational and Career Education, University of Louisville. Mary Craycraft and Cindy Converse, Graduate Assistants, Department of Vocational Education, summarized data from the questionnnaire.

STATEMENT OF NONDISCRIMINATION

No person in the United States shall on the ground of race, color, national origin or sex be excluded from participation in, be denied the benefits of or be otherwise subjected to discrimination under any program or activity for which Federal financial assistance has been extended.

ACKNOWLEDGEMENTS

Many individuals and groups have cooperated in the development of this document.

Thanks is due the leaders in Region 4, especially Mrs. Martha Raymer and Robert Cary, for sharing their insight into the development of the model.

Appreciation is expressed to the following fourteen Regional Coordinators of Placement and Follow-up who completed and returned the questionnaire: Region 1, William D. Huston; Region 2, Tommy R. Caskey; Region 3, H. F. Parker; Region 4, Stokely Hall; Region 5, Tony H. Nunn; Region 6, Jan Parsons; Region 7, Kenneth Mahoney; Region 9, Karen B. Hutchinson; Region 10, Michael Chapman; Region 11, Henley C. Dutton; Region 12, Charlie Wilson; Region 13, Sie Mills, Jr.; Region 14, Donald R. Hampton; Region 15, Betty Grigsby.

Thanks is also expressed to the project Steering Committee and other leaders in the Bureau of Vocational Education (BVE) and the regions for their direction and assistance. Members of the Steering Committee were: Tom Caskey, Region 2, Industrial Coordinator; Betty Grigsby, Region 15, Guidance Counselor; Martha Raymer, Region 4, Director; Evidean P. Major, Director, Occupational Information Unit, BVE and Committee Chairperson; Patricia R. Via, Coordinator, Occupational Information Unit, BVE; John C. Drake, Coordinator, Research Coordinating Units, BVE, and Carl F. Lamar, Professor, Department of Vocational Education, University of Kentucky, Project Director.

To all of these individuals and groups goes the thanks of the project staff for making this study possible.

ABSTRACT

Title of Project. -- A Study of the Kentucky Placement and Follow-up System (KPFS)

Project Duration. -- July 1, 1979 to June 30, 1980

Overall Objective. -- To conduct an assessment of the Kentucky Placement and Follow-up System to determine the effectiveness of the different components, describe the potential usefulness of the system and identify any barriers that have been encountered.

Procedure. -- The project director devoted 10 percent of his work load to this project. In addition, a consulting committee of vocational educators at the regional and state levels provided suggestions for project implementation. The Kentucky Placement and Follow-up System, developed in a three-year project conducted by Vocational Education Region 4, formed the basis of this study.

A questionnaire was developed by the project director to survey the fourteen (14) vocational education regions in Kentucky to determine the extent to which they have implemented the Kentucky Placement and Follow-up System. The survey also attempted to identify any barriers that have been encountered in this system.

The workshops on implementing the Kentucky Placement and Follow-up System, included in the original plan, were postponed until after completion of the study in order to focus on findings of the study.

Findings are summarized in the narrative report.

Contributions to Vocational Education. -- A systematic evaluation of this program provided data for planners to use in improving this program. Such an assessment by representatives of all regions gave a statewide picture of its effectiveness. Barriers to its usefulness were identified. Such information can be applied toward implementing more effective and efficient systems.

Product Development as Part of the Project. -- The Final Report, including the survey instrument, comprises the product developed.

INTRODUCTION

Placement and follow-up of vocational education students are major concerns of vocational educators. The employment of trainees in the occupation for which they were trained or in related occupations is the ultimate goal of every occupational program for gainful employment. The use of follow-up information for purposes of program development and evaluation is also extremely important. Placement and follow-up are philosophically sound in the framework of a vocational education program. Placement and follow-up also have roots in the federal law. Section 134 of PL 94-482, Education Amendments of 1976, includes:

> (3) provision of educational and job placement services, including programs to prepare individuals for professional occupations or occupations requiring a baccalaureate or higher degree, including follow-up services.[1]

It has been recognized that vocational education planners need valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students. The development of a comprehensive, formalized system for placement and follow-up will produce data sufficient to support requests for expansion, deletions and/or additions related to programs.

Seeing the need for an organized system of placement and follow-up in Kentucky's vocational education program, the Bureau of Vocational Education funded a project in 1975. The staff in Region 4, with offices in Bowling Green, conceptualized the process and developed a model for a comprehensive system of placement and follow-up of vocational students. During 1976-77, the model was field tested and revised. The piloting was deemed successful and the decision was made to use it statewide. During 1977-78, the system was followed in five regions with the remainder implementing the system during the 1978-79 school year. In July, 1979 the KPFS was converted from a project status to a state administered program.

The study reported herein was conducted at the University of Kentucky during 1979-80 to assess the Kentucky Placement and Follow-up System in order to determine the effectiveness of the different components, describe the potential usefulness of the system and identify any barriers that have been encountered. Because of the costs in terms of time, money and other resources represented in this system, a periodic assessment is needed.

A committee of leaders in the Bureau of Vocational Education met in May, 1979 to make recommendations concerning the Kentucky Placement and Follow-up System. A report of this meeting is included in the Appendices. The major departure from the Region 4 model was changing the Placement component to be the option of each teacher. The eight recommendations of this committee were incorporated in the state-administered program put into effect in 1979-80. Therefore, the Region 4 model, as altered, served as the basis for this study.

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[1] Public Law 94-482, 94th Congress, October 12, 1976. Other relationships of this law to Placement and Follow-up appear in the Appendices.

ACTIVITIES AND ACCOMPLISHMENTS

Problem Under Consideration

This project was designed to assess the Kentucky Placement and Follow-up System in order to determine the effectiveness of the different components, describe the potential usefulness of the system and identify any barriers that have been encountered. These four objectives comprised the project.

1. Conduct an assessment of the Kentucky Placement and Follow-up System to determine the effectiveness of the different components and the potential usefulness of the system.

2. Survey the fourteen (14) vocational education regions in Kentucky to determine the extent to which they have implemented the Kentucky Placement and Follow-up System and identify any barriers that have been encountered.

3. Implement methods and strategies for analyzing placement and follow-up data that will enable one to determine the effectiveness of vocational education programs.

4. Conduct at least two workshops on implementing the Kentucky Placement and Follow-up System -- one in the western part and one in the eastern part of the state -- based on the assessment of the Kentucky Placement and Follow-up System, analysis of the data that has been generated by the System, and the expressed needs of those charged with the responsibility to implement the System in the fourteen (14) vocational education regions in Kentucky.

The following descriptions explain each objective and the extent to which the objective was achieved.

Objective 1. This was reached through reviewing the Kentucky Placement and Follow-up Model project reports, meeting with individuals and groups concerned with the administration and implementation of the system, and developing the survey instrument. Through analyzing the instruments, the effectiveness of the different components and the potential usefulness of the system were determined. These are described elsewhere in this report.

Objective 2. Through a survey technique, an assessment of each region was made to determine:

a. How knowledgeable the leadership is about the Kentucky Placement and Follow-up System;
b. How well organized the region is to implement the system;
c. What is being done to implement the system;
d. What uses are being made of the data generated by the system;
e. Any barriers that have been encountered in striving to implement the system.

The data secured from the assessment were analyzed to identify any common elements across the state that should give indication as to what needs to be done to improve the statewide system. Results of the assessment appear in the findings of this report.

Objective 3. Summaries of the completed assessment instruments revealed uses made of the initial placement and follow-up data, the employer survey data, and staff development and program improvement information. The results have been described in this report.

Objective 4. It was decided that the two workshops would be more effective if they were conducted after the study was completed. In this way the workshops could address the problems or barriers revealed in the study. The project final report could then be used as a basis for the workshops. The recommendation to postpone workshops was accepted by the project monitor in the Bureau of Vocational Education.

The goals, objectives and activities of this project from the annual plan of the Department of Vocational Education are included in the appendices.

Methods

Definition of Terms. For the purpose of this study the definitions from the Kentucky Placement and Follow-up model were used.

1) Placement is a service which assists vocational education students and former students in relating their personal qualities, education and experience to career requirements assisting them in their search for employment and/or continuing education and cooperates with employers and educators in the successful induction of the individual into his/her next career position.

2) Follow-up is defined as a systematic collection of pertinent data from or about individuals having had vocational education experiences.

Abbreviations Frequently Used.

1) BMS - Bureau of Manpower Services
2) BVE - Bureau of Vocational Education
3) KPFS - Kentucky Placement and Follow-up System

Related Literature. The project director obtained information on Kentucky's Placement and Follow-up System (KPFS). This included proposals, progress reports and final reports of the three-year project conducted in Region Four. This project, referred herein as the "development project" resulted in the model for the Kentucky Placement and Follow-up System.

Since the development project incorporated related information from various sources, a state-of-the-art review was not deemed essential for the assessment project. Some additional material, however, was found to be helpful, including recent placement and follow-up documents from other states. An ERIC Search of research studies on placement and follow-up in vocational education was conducted. The research studies were reviewed and information applied to the conduct of this project. A review of current materials on the KPFS secured from the Bureau of Vocational Education (BVE) added to the information base.

Project Steering Committee. A Project Steering Committee met in Frankfort in the Fall of 1979 to suggest procedures and discuss possible outcomes of the project. In addition to supporting the project plans, the committee emphasized the importance of collecting and utilizing placement and follow-up data and the need for an on-going method of evaluating the Kentucky Vocational Education Placement and Follow-up System.

This committee gave helpful suggestions for the assessment instrument. Committee members are listed in the Acknowledgements of this report.

Visitation Meetings. In addition to the steering committee meeting, the project director held visitation meetings in regions 2, 3, and 4 with committee members and other concerned staff members. The purpose of these meetings was to review experiences encountered in using the KPFS to collect opinions about the System and to obtain ideas for inclusion in the questionnaire.

Data Collection. Various resources were used in development of the instrument. Information from the review of research studies was utilized. Materials in the KPFS formed the basis for the questionnaire. The Steering committee advised on content and format as well as procedures for administering the instrument.

Using these resources, the project director developed a questionnaire taking care to relate to the objectives of the study. The result was a 36-page questionnaire pertaining to the development and implementation of the Kentucky Placement and Follow-up System. A regional coordinator and a representative of the BVE reviewed the questionnaire prior to distribution. Provision was made for pretesting the instrument. This experience revealed that approximately one hour was needed to complete the questionnaire when the respondent was thoroughly familiar with the details of the placement and follow-up activities in the vocational education region. A copy of the questionnaire appears in the Appendices.

The questionnares were mailed on March 12, 1980 and included a stamped, return envelope.

One questionnaire was sent to each of the fourteen (14) regional vocational education offices. Information accompanying the questionnaire suggested that the Coordinator of the Regional Vocational Education Placement and Follow-up System assume responsibility for responding to the survey. This coordinator was urged to consult with the regional director of vocational education, other members of the placement and follow-up team and other individuals who were involved in helping plan, develop, and implement the placement and follow-up system for the vocational education students in the region. This was an effort to ensure a complete and accurate report.

After the initial mailing, ten questionnaires were returned. Following a reminder letter, the remaining four were received for a 100 percent return.

Data Analysis. The completed questionnaires were summarized by hand. Descriptive statistics were used to illustrate frequencies and percentages of responses to each item.

Because of the small population and the fact that each respondent represented an entire region, each difference was considered important, especially for fact or "yes" or "no" questions.

Responses to open-ended items were incorporated in the findings. Data are summarized in the section on "Results." A copy of the questionnaire with tallies of responses will be on file in the Research Coordinating Unit, Bureau of Vocational Education.

Results

The information obtained for this study was intended to provide an overall view of the extent to which the regions were following the placement and follow-up model. Data are reported on the basis of the state as a whole.

It is intended that the data in this report be used to assist the decision makers who are responsible for implementing the KPF system at the local, regional and state levels.

In this section the following questions will be addressed:

-To what extent are the regions following the model?
-Why are there departures from the model?
-What can be concluded and recommended from this assessment?

A copy of the questionnaire is included in the Appendices.

I. Philosophy

A. Philosophy Statement (Question 1)

According to the survey all fourteen regions had a philosophy statement encompassing placement and follow-up.

Recommendation 1. The region should have a philosophy of vocational education or a general goal statement that includes provisions for a placement and follow-up system.

B. Board Policy (Question 4)

In twelve regions, the policy-making board had a placement and follow-up policy. One region without the policy saw the need for it and planned to ask their board to adopt a policy. Only one region had no plans for securing a policy statement.

Recommendation 2. The policy-making board should adopt a formal written policy regarding the placement and follow-up of students enrolled in the vocational education programs in the region.

This policy statement should include these features:

1. Placement and follow-up must be an integral part of vocational education.
2. Vocational education must provide an organized placement assistance program for all present and former students.
3. Follow-up information must be collected and analyzed to determine the effectiveness of vocational education programs.
4. The follow-up component must include all former vocational education students.
5. The placement and follow-up program must include an organized employer feedback system.
6. The placement and follow-up system must include a comprehensive record maintenance system.

7. The placement and follow-up program must include the means of collecting, disseminating and utilizing information needed for decision-making.
8. The comprehensive placement and follow-up program must be a cooperative effort of the Department of Education, Department for Human Resources and other appropriate agencies.

C. Needs Assessment (Question 7)

Four (28.6 percent) of the regions had conducted a formal needs assessment related to the placement and follow-up system (P & F). Regions without the needs assessment felt that was not necessary because the P & F program was already in operation (N = 6); or that a needs assessment was not mandated (N = 7). One region planned to conduct a needs assessment to help them better understand what should be accomplished in the region.

Recommendation 3. If a formal needs assessment is to be a part of the system the value must be justified and it should be a required component of the system.

II. Administration

A. Organizational Structure (Question 10)

Twelve regions had established an organizational structure for the P & F system. One region noted that placement and follow-up activities were conducted through the regular vocational education structure. One region did not respond. All of the components of the organizational structure were checked by a majority of the respondents except "regional advisory council" and "regional review team." These have been eliminated from the suggested structure below.

Recommendation 4. The region shall establish an organizational structure for the development and implementation of a placement and follow-up system for vocational education students.

The organizational structure shall include these components:
- -A coordinator of placement and follow-up for the region.
- -A local leadership team for each school that has a vocational education program.
- -A regional plan for placement and follow-up of vocational students.
- -Each local school has a plan for the placement and follow-up of vocational education students.
- -Cooperative arrangement with the State Employment Service to help with the placement of vocational students.

B. Advisory Committee (Question 13)

One region had an advisory committee for placement and follow-up while another had a committee during the development of the system. Of the twelve without special committees seven have used the regional advisory council for vocational education.

Three did not see a need for a special advisory committee. One planned to organize the P & F advisory committee.

Recommendation 5. The regional advisory council for vocational education should be used to address the areas of placement and follow-up. In order to ensure adequate attention to the P & F functions the following criteria should be considered for the overall advisory council.

1. Membership of the committee includes the following representation:
   - -Students
   - -Industry
   - -Business
   - -State Employment Service
   - -Local educational agencies
   - -CETA (Comprehensive Education and Training Act)
   - -Other Regional Direct Program Staff

2. The committee has regularly scheduled meetings.

C. Coordinator of Placement and Follow-up (Question 16)

Thirteen regions had a coordinator of placement and follow-up. No explanation was given for the region without a named coordinator. The Industrial Coordinator and the Vocational Guidance Counselor were most frequently cited for this role. Other suggestions included naming the program coordinator and using a team approach. One region suggested that a full-time person was needed if the system was to be implemented correctly.

Recommendation 6. The region should have a coordinator of placement and follow-up for vocational education students. This may be the Industrial Coordinator, the Vocational Guidance Counselor, the Program Coordinator, another staff member, a staff team, or a full-time staff person assigned to coordinate placement and follow-up for the region.

D. Local Leadership Team (Question 19)

In nine of the regions reporting, each school had a local leadership team for P & F. The main reason given by the others for not having a leadership team was that they did not understand its purpose.

Recommendation 7. Each school in the region that operates a vocational education program should organize a local leadership team for developing and implementing a placement and follow-up system for vocational students.

The purposes and functions of this team should be clearly defined and interpreted as follows:

- -The responsibility of the leadership team is to plan, implement and maintain the placement and follow-up system in the school.
- -The leadership team has the responsibility of getting the entire school staff involved in the placement and follow-up of vocational students.
- -The local leadership team serves as advisors to the entire school faculty and staff regarding placement and follow-up activities.

E. Regional Review Committee (Question 22)

Nine (64.3 percent) of the regions had not organized regional review committees. One planned to organize a committee while five did not see the need for such a committee. One had not considered the committee approach but agreed with the idea. Another considered the administrators as the review team.

Recommendation 8. A regional review committee shall be optional.

F. Comprehensive Plan (Question 25)

Thirteen regions had developed a comprehensive plan for implementing a placement and follow-up system for vocational education students. One region did not respond.

Recommendation 9. Each region should develop and implement a comprehensive plan for implementating a placement and follow-up system for vocational education students.

III. Staff Development and Training

A. Orientation Meeting (Question 28)

Thirteen regions had conducted a meeting designed to orient the professional staff of the placement and follow-up system. One did not respond.

Recommendation 10. Each region should conduct a meeting for the professional personnel in the region who have responsibilities pertaining to vocational education so as to orient them to the purposes, goals and objectives of a placement and follow-up system for vocational education and possible methods in implementing such a system.

B. Organizational Meeting (Question 31)

Ten of the fourteen regions had organizational meetings to introduce the coordinator of placement and follow-up up the people in the region and to establish local leadership teams.

One region had not seen a need for such an organization feeling that the regular organization could take care of the need.

Recommendation 11. Each region should have an organizational meeting to introduce the coordinator of placement and follow-up for vocational education to the people in the region and establish local leadership teams for placement and follow-up of vocational students in each school that has a vocational education program.

C. Inservice Training (Question 34)

Responses from twelve regions (85.7 percent) indicated that they had inservice training in 1978-79 related to the Kentucky Vocational Education Placement and Follow-up System. Of this group, two thirds of the respondents said that key people in the region attended workshops which were for the entire region, for regional staff or for personnel in local schools. One commented that in-service would be held for new personnel and others as needed while another respondent did not see the need for any special in-service training on placement and follow-up.

Recommendation 12. Regions should provide on-going in-service training for the regional staff and the professional staff in the local schools of the region to help them better understand the Kentucky Vocational Education Placement and Follow-up System and their role in planning, developing, and implementing the program in their particular situation.

D. Staff Development Plans 1980-81 (Question 37)

According to the survey twelve regions planned to have further staff development regarding the Kentucky Placement and Follow-up System for Vocational Education during 1980-81. One commented, "continuous in-service is a must in order for the system to function effectively." One had no plans for further staff development; one planned to give attention to the need for in-service.

Recommendation 13. Staff development for placement and follow-up should be continuous.

E. Assistance in Staff Development Plans (Question 40)

Respondents in eight regions (57.1 percent) felt they needed assistance in developing and implementing a staff development plan pertaining to Placement and Follow-up.

They recognized need for assistance in:

-developing a plan for each unit, school and regional staff.
-developing training modules geared to individual needs.
-planning and implementing an in-service workshop.

One commented, "a realistic system is needed that could be sold to educators rather than mandated to them." Another respondent stressed the value of help by personnel from the BVE Occupational

Information Unit noting, "These persons are very helpful and knowledgeable of the system."

Spokespersons for six regions (42.9 percent) said no assistance was needed in planning staff development. Four felt this was an integral part of overall staff development, two were satisfied with the current staff development program and one was unsure of the need.

Recommendation 14. Assistance in developing and implementing a regional staff development plan pertaining to placement and follow-up of vocational education students should be made available for regions desiring such assistance.

F. Involvement of Bureau of Manpower Services (Question 43)

Nine regions (64.3 percent) have involved the Bureau of Manpower Services in staff development efforts pertaining to:

-placement and follow-up of students,
-workshops for local school personnel,
-and instructional materials for persons seeking employment.

Other comments included, "Manpower services (representative) comes to the school once a week to provide job information," and "All direct-operated programs have identified an employment counselor in their area."

Five regions had not involved BMS. Two had not asked them to participate, and one had not conducted staff development activities. Two had plans to secure the assistance of BMS. One region added that they have had several discussions with BMS and had scheduled visits but "it has not functioned very well."

Recommendation 15. Efforts should be made to involve the Bureau of Manpower Services in regional staff development activities. Cooperative relationship with the BMS should be developed and maintained.

IV. Development of Employability Skills

A. Employability Skills and the Curriculum (Question 46)

Respondents in eleven (78.6 percent) of the regions reported the development of employability skills as a definite part of the curriculum.

Slightly over half of the respondents noted that the development of employability skills was definitely tied to the placement and follow-up function.

Although three responded that skills was not a part of their curriculum, no respondents objected to the concept of teaching employability skills.

Recommendation 16. Continued emphasis should be given to development of employability skills as a definite part of the curriculum for each student enrolled in vocational education.

B. Employability Skills and Vocational Guidance Services (Question 49)

Responses to the survey revealed that thirteen regions (92.9 percent) considered the development of employability skills as a definite part of vocational guidance services.

The negative respondent noted that the guidance counselor did not see this as a part of guidance and counseling but noted, however, that counselors need some in-service training in this area.

Recommendation 17. Development of employability skills should be a definite part of the vocational guidance services provided by the guidance counselors of the region.

V. Placement Component (Question 52)

Twelve respondents (85.7 percent) indicated that their regions were using the Vocational Education Region 4 Placement and Follow-up model in developing and implementing the placement component in the region.

The remaining two have opted to set up their own placement component. One emphasized the fact that placement is optional in the state system. One said they have the mechanics for placement but no follow through. The free responses revealed some barriers to the placement program, for example:

-Job availability card has not worked well.
-Some local educational agencies are not fully committed.
-Employment service representatives only visit direct-operated programs.
-Employment service could improve services to schools in the region.

Since twelve regions had (with some modification) adopted the Region 4 model for a placement component and since the remaining two regions have their own placement component it can be concluded that placement is a necessary and integral component of the vocational education placement and follow-up program. Therefore:

Recommendation 18. The Vocational Education Region 4 Placement and Follow-up Model should be used in developing the placement component in the region. Placement should be an integral part of the KPF System.

VI. Follow-up Component

A. Student Roster (Question 55)

A summary of responses revealed that thirteen regions (92.9 percent) had a complete student roster serving as the basis for the vocational education placement and follow-up system in the region.

Of these regions, five maintained a complete roster for each program in the region for more than five years. Six of these noted that the student roster identified the students who were ready for immediate employment or continuing education.

One region used the roll book as a student roster but did not designate in this book who was ready for placement.

Recommendation 19. The region should have a complete student roster, maintained for five years, which should serve as the basis for the vocational placement and follow-up system.

B. Implementation of Follow-up Component (Question 58)

Twelve regions (85.7 percent) were reported to have implemented the Kentucky Vocational Education Follow-up Component.

The extent to which these aspects of the Region 4 Model have been implemented in twelve regions follows:

Percent		
100.0	1.	The initial follow-up questionnaire is used throughout the region.
16.7	2.	The initial follow-up notification card is used to let former students know they will be receiving the follow-up questionnaire.
83.3	3.	The initial follow-up cover letter is used to explain how to complete the questionnaire and why.
41.7	4.	The initial follow-up reminder card is used to get the questionnaire answered and returned.
91.7	5.	The teachers prepare the Employer Survey List indicating the names of former students who are employed along with the name of their employers.
91.7	6.	The Employer Survey of Employee Performance Form is mailed to all employers identified on the Employer Survey List to secure job-related information from the employers former vocational students.
100.0	7.	The Employer Survey Cover Letter is used to explain the purpose of the Employer Survey.

100.0	8.	The Program Improvement Follow-up of Former Vocational Students is used to secure information from program leavers and completers.
83.3	9.	The Program Improvement Follow-up of Former Consumer and Homemaking Students is used to secure information from program leavers and completers.
25.0	10.	The two-year Program Improvement Follow-up Notification Card is used to inform former students that they will receive a questionnaire.
100.0	11.	The Program Improvement Follow-up Cover Letter is used to explain the purpose of the questionnaire.
66.7	12.	A two-year student follow-up of former students in directly operated programs is performed by using the (Initial follow-up) questionnaire to satisfy the SACS accreditation Standard 11.

For the reimbursed programs, respondents added that the same follow-up procedures were followed as for the direct-operated program except for the two-year follow-up required by the Southern Association (SACS) accreditation standard 11. A copy of this standard appears in the Appendices.

Further analysis of the two respondents who had not fully implemented the Ky. Follow-up component revealed a misinterpretation of the item. Actually they were implementing the follow-up component. In an obvious reference to Placement and Follow-up one respondent said, "We are using only the follow-up component."

Recommendation 20. Regions should fully implement the Kentucky Vocational Education Follow-up Component. All aspects of the model should be used except the initial follow-up notification card, the initial follow-up reminder card, and the two-year program improvement follow-up notification card, which are optional.

C. Initial Follow-up (Question 61)

Respondents from thirteen regions (92.9 percent) reported the Initial Follow-up Questionnaire had been used by all vocational education teachers in the region.

One region not using this questionnaire noted that all teachers of gainful vocational programs complete this questionnaire. (Actually a special form has been developed for the non-gainful program of consumer and homemaking, see Kentucky Occupational Education Placement and Follow-up System, pp. 25, 26. A copy is in the Appendices.)

Recommendation 21. All Vocational education teachers in the region should use an Initial Follow-up Questionnaire.

D. Initial Follow-up Questionnaire (Question 64)

Ten regions (71.4 percent) had completed the Initial Follow-Up Questionnaire on former students. Students completing the questionnaire ranged from 80 to 100 percent.

Reasons why the questionnaire has not been completed were:

(1) Unable to locate all former students.
(2) Regions are currently in process of completing questionnaire.

There was one nonrespondent.

Recommendation 22. The Initial Follow-up Questionnaire for the required reporting period should be completed on all former students.

E. Termination Data Section (Question 67)

Thirteen regional respondents reported completion of the termination data by the teacher, one by the student.

Recommendation 23. The termination data section of the program roster should be completed by the teacher.

F. Employer Survey List (Question 70)

All respondents reported the Employer Survey List was completed or in process. It was noted that such a list was not feasible for reimbursed programs in a large metropolitan school district such as Jefferson County.

Recommendation 24. The Employer Survey List should be completed by vocational education teachers and forwarded to the regional office. Exceptions for reimbursed programs should be considered.

G. Response Rate from Employer Survey (Question 76)

From reviewing the data, it can be concluded that the response rate has markedly improved since the Kentucky model has been in use. Continuous emphasis should be given to importance of returning the completed surveys.

H. Two-Year Follow-up (Question 77)

Eight regions had completed the two-year follow-up of former students in the direct-operated programs. Four regions had not. One of these was phasing out their own follow-up system and adopting the Kentucky System while another was using a Veterans Survey. One plans to do the two-year follow-up in 1980. One respondent noted, however, that the regional staff did not "see the need for the two-year follow-up".

Recommendation 25. The two-year follow-up of students in the direct-operated vocational education programs should be accomplished to satisfy Southern Association accreditation standards.

I. Program Improvement Follow-Up (Question 81)

Eleven regions had completed the program improvement follow-up of former vocational education students. A consensus of respondents surveyed completers of three or four years prior to mailing, had the top section of the form completed by students before they left school, and included space for unsolicited comments about the program.

Three regions had not completed the program improvement follow-up because they were phasing in the state system and were still collecting information. One respondent noted, "we did not realize when we adopted the Kentucky System that we would need to back up and pick up information prior to its implementation."

Recommendation 26. The program improvement follow-up of former vocational education students should be partially completed before students leave school, distributed three years after completion of the program. It should allow for unsolicited responses.

J. Consumer and Homemaking Program Improvement Follow-up (Question 84)

Eight regions (57.1 percent) had completed the program follow-up of Consumer and Homemaking students. Seven had mailed the questionnaire to former students who had completed the program. (One region used a sample due to lack of funds to pay for a total mailing to several thousand students.)

Since the form became available in late 1979, some regions had not yet put it into effect.

Recommendation 27. The program improvement follow-up of former consumer and homemaking students should be completed.

K. Planned Changes Based on Improvement Follow-up (Question 87)

Nine regions are effecting changes in vocational education programs based on results of the program improvement follow-up of former students.

In-service workshops have been held in three regions in which teachers in all program areas analyzed information received for the purpose of helping the teachers update and revise their curriculum.

Other uses included:

--using data to justify terminating program.
--working with teachers individually to address problem areas identified.
--using data in annual and long-range planning.

Problems revealed by this procedure included:

--It was difficult to pull data together for assessment at the regional level since information was returned to schools.
--Return rate was too small to justify program change.
--We depend on teachers to compile data.

Recommendation 28. Regions should utilize information from the program improvement follow-up of former vocational students to make changes in the vocational education programs. Methods of collecting and compiling this information should be improved. Encouragement to return surveys is needed.

VII. Information for Decision Making

A. Placement Component (Question 90)

Nine respondents said the placement component had been satisfactory in generating the information needed in their region for decision making in: student services, program development and accountability reporting.

Five (55.6 percent) noted the Student referral and Placement Card has been used by all students.

Seven (77.8 percent) reported students receiving instruction in a work readiness program before the job interview.

All nine said teachers refer qualified students for job interviews.

Four (44.4 percent) reported that the job availability card file was maintained in the school office.

One replied that it was too soon to evaluate the placement component.

Three respondents indicated the placement component has been less than satisfactory. Reasons were:

--Student availability card had not been effective.
--Availability card file duplicates information on microfiche in some schools.
--Making job information card is too time consuming while posting job information on bulletin board takes less time.
--Placement is generally handled by individual teachers who maintain own file.
--There is a lack of available job information and people are reluctant to share job information.
--Job referrals are made through advisory and craft committees, manpower services offices, school referral, teachers and administrative staff.

Recommendation 29. The placement component should be used as a method of generating information for decision making. The job and worker information aspects, however, need further study in order to be effective.

B. Follow-up Component (Question 93)

Eleven respondents (78.6 percent) said that the follow-up component had been satisfactory in generating information needed for decision making in student services, program development and accountability reporting.

Two respondents explained deficiencies or excesses in their follow-up plan as follows:

--A simpler method could be used.
--A full-time coordinator is needed.
--Funds are needed for postage, etc.
--Clerical help needed.
--Use of computers is needed.
--Information from initial student follow-up is of virtually no help in regional planning.
--Response from mailed follow-up was so low that not enough information was available to make decisions relative to any program.

Recommendation 30. The follow-up component should be used as a method of generating information for decision making. Further study of this component is needed, however, to determine if more efficient methods and organization could be used. Methods of encouraging students to respond should be devised.

C. Suggested Changes or Modifications (Question 96)

Twelve suggestions were given for changing or modifying the Kentucky Placement and Follow-up System to more effectively meet the needs of vocational education students. Suggestions included:

Personnel:
--Need a full time coordinator and secretary.
--More personnel to work with system and reports.
--Instructors need more time to work with it.

Computer:
--Need a computer system to collect and assimilate data on students and jobs.

Funds:
--Need postage money and other funds for implementing the system.

Scheduling:
--Due dates need better spacing.
--Two-year and three-year follow-up overlap too much.
--Too many reports are due in February.
--Timing of follow-up conflicts with other important activities, such as planning and budgeting. This rush of paperwork detracts from the importance of activities.

Complexity Of System	--Needs to be simplified. --Too much paperwork, too many forms. --Use a sample rather than entire population on Program Improvement aspect.
Revision Of Forms	--Change students' salary from specific amount to a salary range.
In-service:	--More direction and in-service are needed.
Cooperative Relationships:	--Get Bureau of Manpower Services more involved in placement and follow-up.
Placement aspect:	--Re-evaluate the placement aspect with regard to reimbursed programs.

One respondent suggested that no changes be made for two to three years to give the system time to work.

Recommendation 31. That certain improvements in the implementation of the system be given priority in funding. These include: special full-time professional and clerical staffing, computer utilization, and increased operating expenses. In-service education for placement and follow-up should be continuous. Suggested revisions in the mechanics of system include revising certain items on forms, eliminating some paperwork, and re-scheduling deadlines.

D. Use of Placement and Follow-up Data for Programming (Question 97)

Six respondents (42.9 percent) agreed that placement and follow-up data had been used in their region to justify continuation or modification of existing programs and the implementation of new programs.

At least two-thirds of these respondents perceived administrators, guidance counselors and teachers as using this data extensively. Only two respondents perceived teacher educators as using the data in their programs.

Five respondents (37.7 percent) were not yet using the data for programming, citing lack of time for implementing findings and the use of other data (e.g. employer surveys and student interest surveys) for this purpose.

Recommendation 32. Placement and follow-up data should be an important part of the information base for administrators, guidance counselors and teachers to use in justifying the continuation or modification of existing programs and the implementation of new programs.

E. Benefits Derived from KPFS (Question 100)

Responses to an open-ended item included some comments on the benefits of the system:

Positive:
--Closer worker relationships with employers.
--Feedback for instructors (program improvement and expansion)
--Accurate check of number of students employed.
--Strengthened responsibilities that administrators and teachers have in placement and follow-up.
--Provides outside appraisal of programs.
--Potential benefits are great; because system is relatively new, it is difficult to currently measure benefits.
--Good information is provided for planning and budgeting.
--Anticipate data being generated that will help in program improvement.
--More accurate follow-up report. Initial follow-up survey forces teachers and schools to secure information on a more accurate basis.

Negative:
--System is better in theory than practice. Components are complicated.
--System is time consuming and hard to implement.
--Have not had adequate time to evaluate and assess information.
--At this time, no benefits.
--Very little at this point. Response to first round of forms was not sufficient to justify decision making.

From these comments it can be concluded that the benefits of the system outweigh the limitations. More time, however, is needed to fully determine the system's benefits.

Recommendation 33. That the benefits derived from KPFS be incorporated in in-service programs and other interpretive media. Attention should be paid to barriers to the system.

F. Adjustments needed in the Collection, Disseminating and Utilization of Data (Question 101)

Miscellaneous:
--Perhaps amount of data requested is needed - no changes suggested.
--No suggestions (3)
--Too early to determine.

Duplication:
--Too much data collected.
--Eliminate duplication of information requested.
--Too many reports.
--Look at the overlapping of the two and three-year follow-up.

Computer:
--Needs better method of data storage and retrieval.

Scheduling: --Time delay is too great between obtaining follow-up data on employers and when teachers receive information because of all the reports requested by the BVE.

Encouragement: --More support and emphasis is needed from program units in the BVE especially as they relate to local educational agencies.

Compilation: --Summarization of the data collected is of little value in regional planning. The format used two years ago was more valuable to regions.

Personnel: --Need proper staffing, provide more secretarial help at the school and regional levels. More time and increased staff are the greatest need.

Recommendation 34: Suggestions from Regional Coordinators should be considered in improving the KPFS such as:

--Using computer system
--Eliminating duplication of data requested
--Providing more staff
--Providing encouragement and moral support
--Improving the scheduling and deadlines.

VIII. Plans for Program Improvement

A. Use of placement and follow-up information as bases for improving programs, services and activities (Question 102)

Nine Coordinators (64.3) reported using the information from the Kentucky Placement and Follow-up System as a basis for improving vocational education programs, services and activities in the region.

One noted they plan to do this in the future while another observed the Kentucky System has not been used long enough to make a judgment.

Four respondents (14.3 percent) listed these sources for improving vocational education in the region.

--Bureau of Vocational Education planning manual
--Regional and craft advisory committees
--Curriculum Development Center
--Occupational information manual, Cincinnati Manpower Service.

Recommendation 35. Information from the Kentucky Vocational Education Placement and Follow-up System should be used as a basis for improving programs, services and activities in the region. Other resources can supplement this data.

B. Help Needed (Question 105)

Following is a summary of responses to the open-ended question, "What help do people in your region need to fully implement the KPFS so as to better serve the vocational education students?"

Personnel:	--"If the State intends to retain the current placement and follow-up system and if it is done properly, then it needs to be a full-time position." Clerical help is desperately needed. (Five statements on personnel)
In-Service:	--"In-service is needed on a continuing basis in order to keep abreast of the changes and other reporting use of the data." Bureau support and expertise is needed. (Five statements on in-service)
Computers:	--Use the terminals for quick retrieval.
Public Relations: (Internal & External)	--"Help is needed in convincing all concerned of the practicality and usefulness of the system"
Funding:	--Funding for postage is needed.

Recommendation 36. Because of the extra work load caused by introduction of the KPFS it is recommended that there be a staff position in each region in which the employee devotes most, if not all, of his/her time to coordinating the placement and follow-up program.

It is recommended that clerical staffs be increased to accommodate the additional paper flow. In-service education should be an on-going phase of a program which receives support and assistance from the Bureau of Vocational Education.

Conclusions/Recommendations

The following conclusions are based on the findings of this study:

-The Kentucky Placement and Follow-up System developed in Region 4 is an effective mechanism for obtaining valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students.
-In order to be fully effective, both placement and follow-up need to be equal partners in this system.
-Various barriers to the KPFS relate more to implementation than to the concept. Improvements are possible without altering the basic structure of the system.
-The placement component needs additional study since the information system appears not to be working effectively.
-Because of the added responsibilities to state and regional staffs and instructors, time commitments must be recognized.

Specific recommendations are included in the section on Results. Some overall recommendations follow:

1) That the Kentucky Placement and Follow-up System as developed in Region 4 be continued with some refinements and improvements. The following areas of improvement should be considered.

-Adequate staffing and funding for operation
-Allocation of time for implementing the system
-Improved coordination with other agencies
-Continued in-service
-Better storage and retrieval of data
-Elimination of duplication of data
-Improved scheduling and deadlines
-Utilization of the Kentucky Occupational Information System

2) That leaders in the Bureau of Vocational Education reconsider their decision and return Placement as a mandated component of the system, and that attention be given to improving the information requirements of the placement component.

3) That at least two workshops be held in different parts of the state. These should focus on implementing the Kentucky Placement and Follow-up System, based on findings of this study. These workshops should be held as soon as possible.

4) That the Kentucky Placement and Follow-up System be reassessed within two to three years, using the current study as a benchmark for comparisons.

Summary. This section summarizes the effectiveness of various components of the system, lists barriers to the system, and suggests improvements.

Specific aspects of the KPFS appear to be working well, as illustrated in the summary of findings. These included:

-Philosophy Statement and Board policy
-Organizational structure
-Advisory council vis a vis. the regional advisory council
-Coordinator
-Local leadership team
-Comprehensive plan
-Orientation and organizational meetings
-In-service and staff development plans and activities
-Employability skills emphasis
-Implementation of the follow-up system
-Implementation of a placement system
-Using information gained for decision making in program planning, improvement and evaluation.

Specific features not working included:

-Needs assessment for P & F
-Regional review team
-Job/student information system

Specific barriers to the system:

Although some felt it was too soon to come to conclusion concerning the value of the KPFS, a number cited specific barriers to adequately implementing the system. These were:

-Negative attitudes, lack of commitment to a unified system and resentment of a mandated system.
-Low return rate of surveys including difficulty in locating former students.
-System too complicated, unrealistic, and too much paperwork.
-Lack of personnel and funds to adequately implement the program. Time involved in implementing system.
-Lack of understanding of the system.
-Some aspects not feasible in certain programs or school districts. Different needs in direct and reimbursed programs need to be recognized.
-Program information collected by teachers not getting to the regional level for decision making.
-Information system in placement component needs attention.
-Duplication of information requested.
-Due dates conflicting with other priority activities.

Improvements needed:

-Improved coordination with other agencies (BMS, SES, DHR).
-Improved information system for placement component.
-Continued in-service, encouragement, moral support.
-More sophisticated data storage and retrieval system including the use of computers.
-More staffing, clerical help.
-Allocation of time for all involved in implementing the system
-Adequate funding for postage, printing, etc.
-Elimination of duplication of data requested.

-Improved scheduling and deadlines.
-Information must be fed into the State's Occupational Information System.

Potential Usefulness of the System

The Bureau of Vocational Education has formulated eight major goals for fiscal year 1981. Two of these relate to the placement and follow-up concept. They are:

-Implement employability skills program in all occupational areas with emphasis on work attitudes, work habits, work ethics and basic skills.
-Implement in all vocational preparation programs Kentucky's system for placement and follow-up of students.

These goals emphasize Kentucky's commitment to employability of students, their placement in jobs, and a follow-up of all students.

The system has potential usefulness in providing data for improving programs, services and activities of the regions. Data have the potential to provide information to justify continuation or modification of existing programs and the implementation of new programs.

The system has the potential for developing closer working relationships between vocational educators and employers. The outside appraisal of programs is also potentially useful.

There is potential for improving classroom instruction since teachers receive feedback from students after they have left the program.

The principles inherent in placement and follow-up have long been a part of the philosophy of vocational education. The system provides the mechanism and the impetus to perform this function in a systematic and uniform manner.

The barriers to the KPFS, described in this report, stand as deterrants to the realization of the system's potential usefulness. The recommendations drawn from this study can serve as measures to alleviate these barriers. By continuing to make placement and follow-up a priority and by constantly seeking to improve this system, vocational education leaders in Kentucky will realize the full potential of the Kentucky Placement and Follow-up System.

DISSEMINATION ACTIVITIES

This report will be forwarded to the Research Coordinating Unit, Bureau of Vocational Education, for dissemination.

The workshops on implementing the Kentucky Placement and Follow-up System, postponed from the original project, are to focus on findings of this study.

In addition, an article based on this research will be submitted to TEMPO, a periodical published by the Kentucky Bureau of Vocational Education.

REFERENCES

Center for Vocational Education. The Ohio State University. Establish a Student Placement Service and Coordinate Follow-up Studies. Columbus: The Center, 1977.

Kentucky State Department of Education, Bureau of Vocational Education. The Kentucky Vocational Education Placement and Follow-up System: Teacher Handbook. Frankfort: Bureau of Vocational Education.

Public Law 94-482. Education Amendments of 1976.

APPENDIX A

The Relationship of the Purpose of the Education Amendments of 1976 to Placement and Follow-up and Technical Amendment 104.763

THE RELATIONSHIP OF THE PURPOSE OF THE EDUCATION AMENDMENTS OF 1976 TO PLACEMENT AND FOLLOW-UP

Title I - Vocational Education
Part A - State Vocational Education Programs
Declaration of Purpose

"Section 101. It is the purpose of this part to assist States in improving planning in the use of all resources available to them for vocational education and manpower training by involving a wide range of agencies and individuals concerned with education and training within the State in the development of the vocational education plans. It is also the purpose of this part to authorize Federal grants to States to assist them -

(1) to extend, improve, and where necessary maintain existing programs of vocational education,

(2) to develop new programs of vocational education,

(3) to develop and carry out such programs of vocational education within each State so as to overcome sex discrimination and sex stereotyping in vocational education programs (including programs of homemaking), and thereby furnish equal educational opportunities in vocational education to persons of both sexes, and

(4) to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis,

so that persons of all ages in all communities of the State, those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, those with special educational handicaps, and those in post-secondary schools, will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training." [1]

A study of the law indicates areas that will improve vocational education. These areas are counseling for better understanding of educational and vocational options and industrial arts programs which are designed to help individuals make informed and more meaningful occupational choices. Other implied improvements that must be made in order to better meet the needs of individuals, businesses, and industries are instructional content; methods of instruction; relevant equipment and supplies; identification of traits that are common to an occupation which will aid in the prediction of success of potential students; and the transfer of credit from school to school.

Improvements in the planning process and in the operation of vocational education can be made from analysis of placement and follow-up data. To make overall improvements requires placement data to be comprehensive and to have a well-maintained records management system. These data which are periodically analyzed provide information that can be used to make immediate improvements as well as to plan for improvements. Follow-up information identifies the results of individuals who have completed a program or who have completed a partial program. The follow-up information establishes a firm base from which to make program improvements.

[1]Public Law 94-482, 94th Congress, October 12, 1976.

which directly provide guidance counseling and placement services as part of the vocational education effort."

Response. The research activities listed in this regulation are taken directly from the Act. Under this present authority, the State may evaluate the effectiveness of training and retraining of guidance personnel or other personnel. No change is made in the regulation.

§ 104.706 *Exemplary and Innovative Programs.*

Comment. A commenter recommended that programs designed to facilitate the employment of older people, including people over 65 years of age be included in the list of possible uses of exemplary and innovative funds.

Response. Although older people are not separately identified as persons who would benefit from exemplary and innovative projects, they clearly are included. No change is made in the regulation.

Comment. One commenter recommended that § 104.706 give special consideration to four-year postsecondary institutions as contractors for the funds for exemplary and innovative programs.

Response. Although there is no legal basis in the Act for giving special consideration to four-year postsecondary institutions as contractors, they are not excluded. No change is made in the regulation.

§ 104.708 *Curriculum development.*

Comment. Several commenters questioned why the research coordinating units must do the contracting for the curriculum development effort.

Response. Section 133(a) of the Act, as amended by the Technical Amendments, clearly states that the contracts for curriculum development are to be made by the research coordinating units. No change is made in the regulation.

Comment. A commenter recommended the phrase "sex stereotyping" be added after "sex bias" in § 104.703(c).

Response. The recommendation is accepted. It was an oversight in the proposed regulation to have left out "sex stereotyping."

§ 104.761 *Qualifications of counselors.*

Comment. A commenter recommended that the regulation associated with the administration, supervision, conduct, and design of vocational guidance and counseling programs and services set forth the qualifications of personnel to be supported by available funds. This would include setting minimum professional standards for counselors. Administrators and practitioners should be required to meet the certification standards for practicing counselors.

Response. Since the current law does not set forth specific qualifications for these personnel and the criteria will vary from State to State, the States have discretion to establish their own certification standards. No change is made in the regulation.

§ 104.761 *Needed personnel for guidance and counseling.*

Comment. A commenter indicated that vocational guidance and counseling are vastly needed to improve vocational education programs. However, guidance and counseling personnel cannot be expected to provide all the vocational education services as outlined in the regulation. Other personnel and funds should be available to coordinate services.

Response. It is expected that the Federal funds earmarked by the State to support vocational development and guidance under this section of the Act will supplement the State's ongoing effort to improve the guidance, counseling, placement and follow-up services offered to their students. No change is made in the regulation.

§ 104.763 *Activities eligible for funding.*

Comment. Several commenters recommended a rephrasing of the statement, "funds made available to a State under the vocational guidance and counseling program (Section 134 of the Act) shall be used to support one or more of the following * * *." Various substitute language was suggested by the commenters for the phrase "to support one or more of the following * * *." In most instances, the commenters offered recommendations that, if put into the regulation, would assure the funding of specific activities and in some cases each of the eight activities listed in the Act.

Response. The Technical Amendments make the intent of Congress clear on this issue. The language of the Technical Amendments is "shall include one or more of the following activities * * *." No change is made in the regulation.

§ 107.763 *Organization of vocational guidance activities.*

Comment. A substantial number of commenters expressed the opinion that while they agreed that funds allocated under Section 130(a) shall be used to support one or more of the eight activities listed in section 134 of the Act, they questioned the reorganization of the eight activities into five as proposed in the NPRM. The commenters preferred for reason of interpretation that the eight activities be enumerated in the regulation as they appear in the Act.

Response. The major purpose for reorganizing the eight groups of activities listed in the Act into five, with appropriate subgroups, was to simplify and make clearer the meaning of the Act. Judging from the many comments received from the public on this regulation, the purpose for regrouping was not achieved. Therefore, the recommendation of the commenters is accepted, and § 104.763 is changed to conform to the language of the Act.

§ 104.763 *Eligibility for placement and follow-up services.*

Comment. Several commenters raised questions about the meaning of educational placement and job placement services, and which groups or individuals are eligible to receive funds for this activity under the Act.

Response. The law provides funds for educational and job placement services, including follow-up services, for high school, college, and university students. Educational and job placement services and follow-up is one of the eight vocational guidance and counseling activities included in the Act. The Technical Amendments make it clear that funds shall be used for one or more of these eight activities, and that the one or more activities funded shall be determined by the State. No change is made in the regulation.

§ 104.763 *Placement and follow-up services.*

Comment. A commenter recommended that the regulation specify that placement and follow-up services are concerned with the occupational programs in secondary schools, area vocational schools, community colleges, and baccalaureate or higher degree-granting institutions.

Response. The current language of § 104.763 (3) makes it clear that all the groups identified by the commenter are eligible for placement and follow-up services. No change is made in the regulation.

§ 104.764(a) *Special emphasis.*

Comment. A commenter expressed the opinion that the term "counselor" as used in this regulation could be misinterpreted or puzzling and might pose a problem regarding official counselor qualifications. This commenter recommended the deletion of the phrase "into schools as counselors * * *," and the use of the phrase "into schools as vocational career advisors for students."

Response. The language of the Act is "to bring individuals with experience in business and industry, the professions, and other occupational pursuits into schools as counselors or advisors for students." Both the Act and the regulation allow the local schools the flexibility to bring these individuals in as advisors. No change is made in the regulation.

VOCATIONAL EDUCATION PERSONNEL TRAINING

§ 104.774 *Other types of training.*

Comment. A commenter asked whether funds available under section 130 of the Act could be used to provide training for competency-based programs, teacher certification programs, vocational degree programs, and vocational leadership development programs. This commenter recommended a regulation stipulating that locally-oriented evaluation and needs assessment must be the basis for determining the uses to be made of vocational education personnel training funds.

Response. The State, through its five-year State plan and annual program plan, has the option of providing any kind of training that it believes will improve the quality of instruction, supervision, or administration of vocational education. The State may choose to base its determinations on local evaluation and local needs assessments. The recommendation that the State's options in this matter be limited by regulation is not accepted because there is nothing in the Act on which to base such a limitation. No change is made in the regulation.

Comment. One commenter recommended that § 104.774(b) be amended to read "In-service training * * * to overcome sex bias 'and sex stereotyping' in vocational education programs."

Response. The recommendation to add "and sex stereotyping" is accepted, because the Congress, in the Act's declaration of purpose (Section 101.(3)), emphasized equal opportunity in vocational education for persons of both sexes, and because it is not reasonable to suppose that after the Congress included overcoming both sex discrimination and sex stereotyping in the declaration of purpose, it meant to exclude the latter concern in programs of vocational education personnel training.

Comment. One commenter wanted the regulation to include, specifically, training in curriculum development.

Response. The recommendation is not accepted because such training may be included under the non-exhaustive list in § 104.774 at the option of the State. No change is made in the regulation.

§ 104.774 *Handicapped or disadvantaged students.*

Comment. A commenter recommended that the regulation include, as an allowable category, training to improve vocational education for handicapped and disadvantaged persons; another commenter similarly wanted to include, as a category, training to deal with "learning disabilities."

Response. Such training may already be included under the non-exhaustive list in § 104.774 at the option of the State. Nevertheless, because of the emphasis in the Act on these categories, the regulation has been amended to include them specifically.

APPENDIX B

Recommendations for Implementing
The Kentucky Placement and Follow-up System
Statewide

RECOMMENDATIONS FOR IMPLEMENTATING
THE KENTUCKY PLACEMENT AND FOLLOW-UP SYSTEM STATEWIDE

The following individuals met on May 8, 1979 to discuss and recommend changes for Kentucky's Placement and Follow-up System that will be converted from a project status to a state administered program as of July 1, 1979.

Robert Spillman, Acting Deputy Superintendent for Occupational Education
Jewell Deene Ellis, Director, Program Supporting Services Division
Audrey Carr, Director, Home Economics Education Unit (For Dr. Charles Wade)
Virginia Pratt, Coordinator, State Supported Schools Unit
Lou Perry, Coordinator, Exemplary Programs, Research Coordinating Unit
Evidean Major, Director, Occupational Information Unit

Recommended changes in the system were made and agreed upon by the majority of the aforementioned individuals. Strong consideration was given to all the following items as each recommendation was made: 1) Public Law 94-482, 2) Technical Admendments to Public Law 94-482, 3) SACS accreditation requirements, 4) state and regional staff responsibilities and work load required by the system; and 5) individual teacher responsibility and work load required by system for both reimbursed and direct operated programs.

Recommendation I

The committee recommended that the Initial Follow-up be utilized as described in the present system.

The data collected from this survey will reflect the completer and leaver status of all students enrolled in vocational education programs that purport to impart entry level job skills.

Recommendation II

The committee recommended that the Employer Survey of Employee Performance (buff color) have the word "Initial" added to the title since this survey is to be completed in conjunction with the Initial Follow-up.

The regional staff will be responsible for obtaining the names of students employed in the occupation for which they were trained or in occupations related to their vocational training including military and their employers from each teacher.

The initial employer survey will be coordinated and conducted from the regional office.

Recommendation III

The committee recommended that the Employer Survey of Employee Performance be used to meet SACS Accreditation (Standard 11). Each region will be responsible for this survey (direct operated programs only) in order to meet Standard 11.

The survey form will be different in color but have the same wording as the Initial Employer Follow-up instrument.

Printed forms only will be provided for regional use through the placement and follow-up system.

Recommendation IV

A separate form will be developed that provides Consumer and Homemaking teachers with personal student data as that presently being collected on the Initial Follow-up Questionnaire. This personal data will be used to locate program completers, as defined by the Home Economics Unit, for the Program Improvement Component of the system.

Recommendation V

The committee recommended that the Program Improvement Follow-up of Former Vocational Students Component be utilized as described in the present system with the following changes:

1. A question be added to the survey instrument to identify job retention, and
2. the survey will include completers of Consumer and Homemaking Programs.

Recommendation VI

The committee made the following recommendations concerning the placement component of the system.

1. The placement component of the system may be implemented in each region. This determination will be made by regional staff.
2. Any teacher may participate in the placement service if implemented by the region. The extent of participation, if any, will be determined by the individual teacher.
3. Existing forms for the placement component will be provided through the placement and follow-up system if requested by regions or individual teachers.

This recommendation was made after much consideration and discussion concerning Vocational Education's responsibility for job placement.

After reviewing Public Law 94-482 - Section 134 - page 2193 and Technical Amendments - 104.763 - page 53884, members of the committee felt that participation in this component of the system should be the option of each teacher.

Recommendation VII

The committe recommended that the Non-Completer Questionnaire be deleted from the system. There is no evidence that the questionnaire is being used by teachers. This questionnaire was sited as optional during the duration of the project.

Recommendation VIII

The committee recommended that Part IV - Work Readiness Program be deleted from all materials pertaining to the placement and follow-up system.

This program with the development of CBVE modules, will be an integral part of the curriculum for each vocational program and should not be addressed in the placement and follow-up system.

APPENDIX C

Goals, Objectives, Activities -
Annual Program Plan 1979-80
Placement and Follow-up Assessment Project
and
Project Abstract

K-4

GOALS, OBJECTIVES, ACTIVITIES - ANNUAL PROGRAM PLAN 1979-80
P.L. 94-482

Subpart: Program Improvement - Subpart 3 Goal: Conduct applied research and development to meet the "Major Goals for Vocational Education
Purpose: Vocational Education-Research & Development in Kentucky, Fiscal Year 1979-1980."
Area of Activity: R-4

OBJECTIVES	ACTIVITIES	BUDGET	EVALUATION PLAN
1. Conduct an assessment of the Kentucky Placement and Follow-up System to determine the effectiveness of the different components and the potential usefulness of the system.	1.1 Analyze the system components to determine: a. changes or modifications that are needed in the system, if any; b. uses and benefits of the different components; c. usability of the present system; d. any need for adjustments in the data requirements. 1.2 Analyze the data generated by the system to determine the possible uses that should be made of the data.	6,335.00	1. A pretest and a post test will be developed on the basis of a study of the plans, records, and reports submitted on the pilot project that was carried out in Vocational Education Region 4. Presumably, reports were prepared by the project staff and the Bureau of Vocational Education. The tests will be administered to the people who have been given the responsibility to implement the Kentucky Placement and Follow-up System in the fourteen (14) vocational education regions. The pretest will be administered as a part of the initial assessment of the Kentucky Placement and Follow-up System. The post test will be administered during the two workshops. 2. Representatives from the fourteen (14) vocational education regions, the eight (8) teacher education institutions, and the Bureau of Vocational Education will be selected to assess their opinions about the Kentucky Placement and Follow-up System.

GOALS, OBJECTIVES, ACTIVITIES - ANNUAL PROGRAM PLAN 1979-80
P.L. 94-482

Subpart: Program Improvement - Subpart 3
Purpose: Research and Development
Class of Activity: Research

Goal: Conduct applied research and development to help meet the "Major Goals for Vocational Education in Kentucky, Fiscal Year 1979-1980."

OBJECTIVES	ACTIVITIES	BUDGET	EVALUATION PLAN
2. Survey the fourteen (14) vocational education regions in Kentucky to determine the extent to which they have implemented the Kentucky Placement and Follow-up System and identify any barriers that have been encountered.	2.1 Make an assessment of each region to determine: a. how knowledgeable the leadership is about the Kentucky Placement and Follow-up System; b. how well organized the region is to implement the system; c. what is being done to implement the system; d. what uses are being made of the data generated by the system; e. any barriers that have been encountered in striving to implement the system. 2.2 Analyze the data secured from the assessment to identify any common elements across the state that should give indication as to what needs to be done to improve the statewide system.		They will also be asked to react to the findings and recommendations drawn from this study.

GOALS, OBJECTIVES, ACTIVITIES - ANNUAL PROGRAM PLAN 1979-80
P.L. 94-482

Part: Program Improvement - Subpart 3
Purpose: Research and Development
Areas of Activity: Research

Goal: Conduct applied research and development to help meet the "Major Goals for Vocational Education in Kentucky, Fiscal Year 1979-1980."

OBJECTIVES	ACTIVITIES	BUDGET	EVALUATION PLAN
3. Implement methods and strategies for analyzing placement and follow-up data that will enable one to determine the effectiveness of vocational education programs.	3.1 Identify uses being made of the initial placement and follow-up survey data to determine student status. 3.2 Analyze the program rosters to determine student status. 3.3 Identify uses for employer survey data to determine: a. program successes and weaknesses; b. student successes and weaknesses; c. need for program improvement through changes in the curriculum and upgrading of equipment revealed by an analysis of the program and student data. 3.4 Identify uses of survey data pertaining to the areas of staff development and program improvement.		

GOALS, OBJECTIVES, ACTIVITIES - ANNUAL PROGRAM PLAN 1979-80
P.L. 94-482

Subpart: Program Improvement - Subpart 3
Purpose: Research and Development
Class of Activity: Research

Goal: Conduct applied research and development to help meet the "Major Goals for Vocational Education in Kentucky, Fiscal Year 1979-1980."

OBJECTIVES	ACTIVITIES	BUDGET	EVALUATION PLAN
4. Conduct at least two workshops on implementing the Kentucky Placement and Follow-up System--one in the western part and one in the eastern part of the state--based on the assessment of the Kentucky Placement and Follow-up System, analysis of the data that has been generated by the system, and the expressed needs of those charged with the responsibility to implement the system in the fourteen (14) vocational education regions of Kentucky.	4.1 Conduct at least two workshops for the fourteen (14) vocational education regions to enlighten the vocational education personnel as to possible uses that can be made of the data that has been generated by the different components in the Kentucky Placement and Follow-up System.		

A B S T R A C T

Project Title: Analysis of the Kentucky Placement and Follow-Up System

Principal Investigator
and Organization: Carl F. Lamar, College of Education, University of Kentucky,
(Include City) Lexington, Kentucky
Telephone No.: 257-1685

Funding Period: 9/1/79 (From) 6/30/80 (To)

Source of Funds	LEA/OER	94-482	TOTAL
x Research			
x Exemplary and Innovative Programs			
Curriculum			
x Personnel Training			
Other: (Source) (Amount)			

OBJECTIVES:

1. Conduct an assessment of the Kentucky Placement and Follow-up System to determine the effectiveness of the different components and the potential usefulness of the system.
2. Analyze the data collected by the system and determine the uses that should be made of the data.
3. Survey the 14 vocational education regions of the state to determine the extent to which they have implemented the Kentucky Placement and Follow-up System and identify any barriers that have been encountered.
4. Conduct two workshops on implementing the Kentucky Placement and Follow-up System--one in the western part and one in the eastern part of the State--based on the expressed needs of those charged with the responsibility to implement the system in the 14 vocational education regions of Kentucky.

PROCEDURES:

1. Identify uses of the initial placement and follow-up survey data to determine students' status.
2. Analyze the program roster to determine student status.
3. Identify the uses that have been made of employer survey data to determine:
   a. program success and weaknesses
   b. student success and weaknesses
   c. program improvement due to facilities and/or curriculum changes needed as indicated by program success or weaknesses and student success or weaknesses.
4. Analyze system components to determine:
   a. changes or modifications needed in the system
   b. benefits and uses of the different components in the system
   c. usability of the present system
   d. adjustments needed to meet data requirements
5. Conduct regional in-service to enlighten personnel with possible uses of all data components.

EXPECTED CONTRIBUTION OR POTENTIAL IMPACT ON VOCATIONAL EDUCATION:

Analysis of the components of the system and the data that it has generated should be helpful in adjusting it in terms of the basic purpose of placement and follow-up.

A thorough analysis at this point should be an effective means of validating this system in terms of the expressed purpose and objectives.

Inservice training for the leadership in the vocational education regions, teacher education program and Bureau of Vocational Education should strengthen their understanding of the program and the role that they need to play in making it successful.

EVALUATION:

Representatives will be selected from the staff of the vocational education regions, teacher education institutions and the Bureau of Vocational Education to determine what they gained from the project and what are their future plans. A pretest and a post test will be developed on the basis of the statewide assessment of the Kentucky Placement and Follow-up System and barriers encountered in the attempts to implement it in the different vocational education regions. The tests will be administered as a part of the two inservice workshops.

VOCATIONAL EDUCATION
BUDGET DETAIL
(LEA/OER)

VEPIS CODE AND DESCRIPTION	LEA/OER FUNDS	BVE FUNDS	TOTAL
10 Other Instructional Personnel			
11 Instructor Salaries			
12 Administrative Salaries			
13 ~~xxxxxxxxxxxxxxxxx~~ Consultant Services		3,000.00	3,000.00
14 Guidance Salaries			
15 Clerical and Accounting Salaries		500.00	500.00
16 Custodial Salaries			
17 Fringe Benefits		214.55	214.55
18 Student Tuition			
TOTAL PERSONNEL COSTS			
30 Miscellaneous Operating Costs			
31 ~~xxxx~~ Inservice Workshops(2)		1,660.45	1,660.45
32 Rental of Equipment			
33 Office and Custodial Supplies		50.00	50.00
34 Travel for Consultant Services		500.00	500.00
35 Equipment Maintenance			
36 Utilities (Including Telephone)		25.00	25.00
37 Instructional Supplies		50.00	50.00
38 Building Maintenance			
39 Minor Equipment (Under $300)			
TOTAL OPERATING COSTS			
60 Major Equipment			
TOTAL EQUIPMENT COSTS		6,000.00	6,000.00
TOTAL PROJECT			

SPECIAL NOTES:

1. Expenses for the inservice workshops would include necessary travel, meals and lodging for the participants who do not have an expense account. Grouping of individuals for travel and lodging would be necessary on this limited budget.
2. It is assumed that the consultant service preparation for the two inservice workshops and carry out the workshops would require the equivalent of one full-time person for six weeks.

PRODUCT(s) TO BE DELIVERED:

A final report will be prepared which will include:

(1) Findings from a study of the "state of the art."
(2) Results of a thorough examination of each component in the system and how it has been carried out.
(3) Findings from an analysis of the data that has been collected and a determination of what uses have been made of the data.
(4) Recommendation pertaining to what needs to be done to improve the system and enhance its effectiveness.
(5) Conduct at least two inservice workshops for selected individuals from the regional staffs, teacher education staffs, and Bureau of Vocational Education staffs.

APPENDIX D

Accreditation Standard Eleven
Southern Association of Colleges and Schools

STANDARD ELEVEN[1]

Placement and Follow-up

A systematic program of placement and follow-up is necessary to fulfill a major objective of occupational education. Educational institutions are obligated to provide placement assistance to individuals completing or terminating a program of study and to gather data in an effort to improve each program of study.

A. Placement—Placement is defined as an individual being accepted in an initial job, a more advanced job, in a more personally satisfying job, or in a higher or more advanced educational program. Successful placement indicates a cooperative relationship between the institution and community it serves.

The institution shall provide for placement services to all students. These services must be described in a written plan which is in operation. The plan must identify the one individual responsible for the implementation and coordination of the service and indicate each staff and faculty member's role and responsibility. At least annually, each staff and faculty member must be made aware and reminded of the communication and cooperation necessary to provide a comprehensive placement service. The plan for placement services must outline the essential elements of a communications network between the institutional placement coordinator, the staff, the faculty, and the various businesses and industries of the service area.

Placement records must be maintained on each graduate or early leaver and used as one means of measuring the success of the institution in meeting its objectives. A file listing of employers and employment opportunities must be maintained to facilitate the placement of current students. Assisting students in securing additional preparation and/or education is one necessary element of a placement service. Contact with and a file on other appropriate educational institutions must be maintained. A referral system should be part of the plan and should list the sequence of steps the coordinator, staff, and faculty follow in processing job information, student records, and employment interviews into a smooth and effective placement service.

B. Follow-up—Follow-up is one method of ascertaining the quality and continued validity of each instructional program. A written plan must be in use that aids in measuring the quality and validity of each instructional program. The plan must insure that follow-up is systematic and continuous with one person responsible for the coordination of all activities. The plan should include the assigned responsibilities and duties of the coordinator and each staff member in obtaining, recording, distributing, and using follow-up information. The plan should identify the information collection methods and procedures and assure that an effective communications network is operational.

Follow-up information must be collected on student completions and from their employers at least once annually for a three year period. When large numbers of student completions justify alternate approaches, consideration may be given to a statistically valid sampling procedure to collect follow-up information.

C. Data Utilization—Careful analysis is required to determine the staffing pattern and the information flow to best implement, use, and maintain a placement and follow-up system. Both placement and follow-up information must be made available to all instructional personnel and administrative staff and used to improve the institutional effort toward greater quality.

[1]Standards of the Delegate Assembly of the Commission on Occupational Education Institutions, Southern Association of Colleges and Schools, Atlanta, GA, 1976.

APPENDIX E

Memorandum and Questionnaire
Kentucky Placement and Follow-up System

UNIVERSITY OF KENTUCKY

LEXINGTON, KENTUCKY 40506

COLLEGE OF EDUCATION
VOCATIONAL EDUCATION

March 12, 1980

MEMORANDUM

TO: William D. Huston, Region 1
Tommy Caskey, Region 2
Herb Parker and Mary Jean Grise, Region 3
Stokley Hall and Mary Jane Sledge, Region 4
Tony H. Nunn, Region 5
Janet Parsons, Region 6
Kenneth D. Mahoney and Ernie L. Matthews, Region 7
Karen Hutchinson, Region 9
Michael Chapman and Howard Bowling, Region 10
Clarence Dutton, Region 11
Charles Wilson, Region 12
Sie Mills, Jr., Region 13
Don Hampton, Region 14
Betty Grigsby, Region 15

FROM: Carl F. Lamar CFL

As you probably know, the Bureau of Vocational Education is supporting a special project designed to evaluate the Kentucky Vocational Education Placement and Follow-up System. The objectives of the project are to:

1. Conduct an assessment of the system to determine the effectiveness of the different components and the usefulness of the system.

2. Survey the fourteen vocational education regions in Kentucky to determine the extent to which they have implemented the system and identify any barriers that have been encountered.

3. Recommend strategies for collecting, analyzing and utilizing placement and follow-up data to improve the effectiveness of vocational education programs and services in helping people find gainful employment.

You have been identified as the person or persons who would be in the best position to give me the information that I need regarding the status of the placement and follow-up system in your vocational education region. I believe the instructions for completing the questionnaire are adequately explained on the first two pages of the instrument. When you examine the instrument, I believe you will find that it isn't quite as long as it appears unless you need to provide some information in both the Yes and No sections.

I will appreciate very much your help in securing the information that is needed to explain the status of the Placement and Follow-up System in your region. Any suggestions that you may have regarding barriers that should be removed or strategies that should be adopted to make the collection and utilization of data more effective in helping students find employment or further their education and helping school systems improve their vocational education programs will be exceedingly helpful.

If you have any questions, you can reach me by phone at 606-257-1685.

/so

Enclosure

THE KENTUCKY VOCATIONAL EDUCATION PLACEMENT
AND FOLLOW-UP SYSTEM

Introduction

Please read carefully the following information before completing the questionnaire.

A. Who should complete the questionnaire?

We are asking the Coordinator of the Regional Vocational Education Placement and Follow-up System to assume responsibility for responding to this survey. However, we urge the coordinator for placement and follow-up to consult with the regional director of vocational education, other members of the placement and follow-up team, and other individuals who are involved in helping plan, develop, and implement the placement and follow-up system for the vocational education students in the region so as to insure a complete and accurate report.

B. How will the information be used?

The information obtained for this study is intended to provide an overall view of the placement and follow-up activities in the different vocational education regions of Kentucky. The data will be synthesized on the basis of the different vocational education regions and for the state as a whole; however, it will be analyzed so that each region's responses will remain confidential.

It is intended that the published data will be used to assist the decision makers who are responsible for implementing the system, not only at the regional and local levels, but also at the state level. We encourage you to describe your placement and follow-up system in as much detail as possible and as accurately as possible. Please include both the successes and shortcomings that you have experienced because they are necessary inputs to planning and

implementing successful placement and follow-up systems for the different vocational education regions of Kentucky and a comprehensive placement and follow-up system statewide.

C. How much time should be needed to complete the questionnaire?

Pretesting of the instrument has indicated that it takes about one hour to complete the questionnaire when the respondent is thoroughly familiar with the details of the placement and follow-up activities in the vocational education region.

D. What is the deadline for returning the completed survey form?

Because of the short time available for synthesizing and analyzing the survey data and the intended use of the information in two workshops that are scheduled for April and May, 1980, it is requested that the questionnaire be returned no later than March 25, 1980.

Please give us the following information:

<table>
<tr><td rowspan="2">Educational Agency</td><td colspan="2">Name of Vocational Education Region</td><td colspan="2">Telephone (Area code/No.)</td></tr>
<tr><td colspan="3">Address</td><td>Zip Code</td></tr>
<tr><td rowspan="2">Respondent</td><td>Name</td><td>Position Title</td><td colspan="2">Telephone (Area Code/No.</td></tr>
<tr><td colspan="3">Address</td><td>Zip Code</td></tr>
</table>

Please return this completed questionnaire, using the addressed, postage-paid envelope that is provided, to:

Carl F. Lamar
Room 44, Dickey Hall
College of Education
University of Kentucky
Lexington, Kentucky 40506

Thank you for your cooperation in responding to this request. Your input is vital to an accurate assessment of the Kentucky Vocational Education Placement and Follow-Up System and suggested recommendations for its improvement.

PART I - PHILOSOPHY

DIRECTIONS: Put a check mark (✓) on the line in front of the response that you choose. Follow the additional instructions for specific items at the end of the line on which you placed your check mark.

1. Does your vocational education region have a philosophy of vocational education or a general goal statement that includes provisions for a placement and follow-up system for the vocational education students in your region?

___ 1. Yes → (3)
___ 2. No → (2)

2. Please check all that apply:

___ 1. We do not see any need for a philosophy statement for our region.
___ 2. We do not see any need for a statement of general goals for our region.
___ 3. We are in the process of developing a philosophy of vocational education for this region.
___ 4. We are in the process of developing a statement of general goals for vocational education in this region.
___ 5. We need some help in formulating a philosophy statement for the region.
___ 6. We need some help in formulating a statement of general goals for vocational education in the region.
___ 7. We don't see the need for a specific reference to placement and follow-up in a philosophy statement or general goals statement for vocational education.
___ 8. We definitely plan to include placement and follow-up for vocational education students in our philosophy statement and/or general goals statement.

(Go on to question 4)

3. Please check all that apply:

___ 1. We have formulated a statement of philosophy on vocational education for the region.
___ 2. We have formulated a statement of general goals for vocational education in the region.
___ 3. Placement and follow-up are specifically described in the formulated statement.
___ 4. The statement is so broad that it definitely covers both placement and follow-up.
___ 5. A copy of the statement is available for review. (Please attach a copy)
___ 6. Other; explain _____
___ 7.

(Go on to question 4)

4. Has your policy-making board adopted a formal written policy regarding the placement and follow-up of students enrolled in the vocational education programs in your region?

___ 1. Yes
___ 2. No

5. Please check all that apply:

___ 1. We see no need for such a policy statement.
___ 2. We definitely see the need for such a policy statement.
___ 3. We have no plans for securing such a policy statement.
___ 4. We plan to ask our policy-making board to adopt a formal written policy regarding the placement and follow-up of our vocational education students.
___ 5. Other; explain _____
_____
_____
___ 6. _____
_____
_____

(Go on to question 7)

6. Please check all that apply:

The policy includes these features:

___ 1. Placement and follow-up must be an integral part of vocational education.
___ 2. Vocational education must provide an organized placement assistance program for all present and former students.
___ 3. A bilateral means of disseminating employment information between students and employers must be provided.
___ 4. Follow-up information must be collected and analyzed to determine the effectiveness of vocational education programs.
___ 5. The follow-up component must include all former vocational education students.
___ 6. The placement and follow-up program must include an organized employer feedback system.
___ 7. The placement and follow-up system must include a comprehensive record maintenance system.
___ 8. The placement and follow-up program must include the means of collecting, disseminating and utilizing information needed for decision-making.
___ 9. The comprehensive placement and follow-up program must be a cooperative effort of the Department of Education, Department for Human Resources and other appropriate agencies.
___10. Other; explain _____
_____
_____

(Go on to question 7)

7. Have you conducted a formal needs assessment to determine what should be done in planning, developing and implementing a placement and follow-up system for your vocational education region?

___ 1. Yes
___ 2. No

8. Please check all that apply:

___ 1. We already have a placement and follow-up program for vocational education students in operation and such an assessment is not necessary.
___ 2. The Bureau of Vocational Education has mandated the establishment of a placement and follow-up system for the region without requiring a needs assessment.
___ 3. We already know that a placement and follow-up system for vocational education is needed in the region.
___ 4. We plan to conduct a needs assessment to enable us to get a better understanding of what really should be accomplished in this region.
___ 5. Other; explain _____
_____
_____
___ 6. _____
_____
_____

(Go on to question 10)

9. Please check all activities that were involved:

___ 1. We checked with the Bureau of Vocational Education to determine what assessments it has made of the region.
___ 2. We checked the Federal Vocational Education legislation to determine whether it calls for placement and follow-up services for vocational education programs.
___ 3. We checked the Federal and State rules and regulations to determine whether they require any placement and follow-up information on vocational education students and programs in their official reports.
___ 4. We checked the State Plans for Vocational Education to identify the goals and objectives of the State regarding placement and follow-up of vocational education students.
___ 5. We checked the regional and local vocational education plans to determine the present status of placement and follow-up activities pertaining to vocational education students and programs.
___ 6. Other; explain _____
_____
_____
___ 7. _____
_____
_____

(Go on to question 10)

PART II - ADMINISTRATION

10. Have you established a regional organizational structure for the development and implementation of a placement and follow-up system for vocational education students?

___ 1. Yes
___ 2. No

11. Please check all that apply:

___ 1. We conduct placement and follow-up activities through the regular vocational education structure.
___ 2. We are in the process of establishing a formal structure for our placement and follow-up system.
___ 3. Other; explain _____
___ 4. _____

(Go on to question 13)

12. Please check all that apply:

The organizational structure includes the following components:

___ 1. A regional coordinator of placement and follow-up for the region.
___ 2. A regional advisory council for placement and follow-up.
___ 3. A local leadership team for each school that has a vocational education program.
___ 4. A regional review committee made up of all local leadership teams.
___ 5. A regional plan for placement and follow-up of vocational students.
___ 6. Each local school has a plan for the placement and follow-up of vocational education students.
___ 7. Cooperative arrangement with the State Employment Service to help with the placement of vocational students.
___ 8. Other; explain _____
___ 9. _____

(Go on to question 13)

13. Do you have a formally constituted regional advisory committee f
vocational education students?

___ 1. Yes
___ 2. No

14. Please check all that apply:

___ 1. We use our regional advisory council for vocational education for this purpose.
___ 2. We don't see the need for such an advisory committee.
___ 3. We plan to organize such a committee soon.
___ 4. Other; explain _____
_____
_____
___ 5. _____
_____
_____

(Go on to question 16)

15. Plea

___
___
___
___
___

advisory committee for your placement and follow-up system for

15. Please check all that apply:

___ 1. Membership of the committee includes the following representation:

- ___ a. Parents
- ___ b. Students
- ___ c. Industry
- ___ d. Business
- ___ e. Labor
- ___ f. Local government
- ___ g. State Employment Service
- ___ h. Local educational agencies
- ___ i. General public
- ___ j. CETA
- ___ k. Other _____

___ 2. The committee has regularly scheduled meetings.

___ 3. The committee is organized with regular officers.

___ 4. The committee evaluates the placement and follow-up activities in the region on a regular basis.

___ 5. Other; explain _____

_____

___ 6. _____

_____

_____

(Go on to question 16)

16. Does your region have a coordinator of placement and follow-up for vocational education students?

___ 1. Yes
___ 2. No

17. Please check all that apply:

___ 1. We do not have a person designated as coordinator of the placement and follow-up system for the region.
___ 2. The placement and follow-up functions in the region are handled by the guidance counselor.
___ 3. We plan to designate a coordinator of placement and follow-up for the region as soon as possible.
___ 4. Other; explain _____

(Go on to question 19)

18. Please check all that apply:

___ 1. A person has been employed to serve as full-time coordinator for the placement and follow-up system for the region.
___ 2. A person has been employed to serve as a part-time coordinator for the placement and follow-up system for the region.
___ 3. The vocational guidance counselor has been assigned the responsibility of coordinator for the placement and follow-up system for the region.
___ 4. The Industrial Coordinator has been given the responsibility of coordinating the placement and follow-up system for the region.
___ 5. Other; explain _____
___ 6.

(Go on to question 19)

19. Has each school in your region that operates a vocational education program organized a local leadership team for developing and implementing a placement and follow-up system for the vocational students?

___ 1. Yes → (see question 21)
___ 2. No → (see question 20)

20. Please check all that apply:

___ 1. We are not sure of the purpose of such a team.
___ 2. We do not see the need for such a team.
___ 3. We are planning to organize such a team in each school that has a vocational education program.
___ 4. We have a program coordinator in each school that handles this function.
___ 5. Other; explain _____

(Go on to question 22)

21. Please check all that apply:

___ 1. Each school has a local leadership team of three members.
___ 2. Other; explain _____
___ 3. The local leadership teams for placement and follow-up of vocational students have the following membership:
  ___ a. A teacher
  ___ b. The principal
  ___ c. The assistant principal
  ___ d. Coordinator of vocational programs
  ___ e. Guidance counselor
  ___ f. _____
___ 4. The responsibility of the leadership team is to plan, implement and maintain the placement and follow-up system in the school.
___ 5. The leadership team has the responsibility of getting the entire school staff involved in the placement and follow-up of vocational students.
___ 6. The local leadership team serves as advisors to the entire school faculty and staff regarding placement and follow-up activities.
___ 7. Other; explain _____

(Go on to question 22)

22. Have you organized a regional review committee made up of local leadership teams for the purpose of giving direction to the development and implementation of a comprehensive placement and follow-up system for vocational education students in the region?

___ 1. Yes
___ 2. No

23. Please check all that apply:

___ 1. We don't see the need for such a committee.
___ 2. We have plans to organize such a committee.
___ 3. Other; explain _____
_____
_____
_____

(Go on to question 25)

24. Please check all that apply:

___ 1. The regional coordinator of placement and follow-up has conducted in-service workshops for local leadership teams.
___ 2. The regional coordinator of placement and follow-up has regularly scheduled meetings with the regional review committee.
___ 3. The regional review committee assists in implementing program improvements.
___ 4. The regional review committee assists in developing good relations between the regional vocational education staff, local educational agencies, State Employment Service, and business and industry.
___ 5. Other; explain _____
_____
_____
_____

(Go on to question 25)

25. Has your region developed a comprehensive plan for implementing a placement and follow-up system for vocational education students?

___ 1. Yes
___ 2. No

26. Please check all that apply:

___ 1. Local schools have not been asked to develop a plan for placement and follow-up of vocational students.
___ 2. We intend to have each local school with a vocational education program develop and implement a plan for placement and follow-up of vocational education students.
___ 3. Other; explain _____

(Go on to question 28)

27. Please check all that apply:

___ 1. A regional plan for placement and follow-up of vocational students was developed and implemented in:

___ a. 1975-76
___ b. 1977-78
___ c. 1978-79
___ d. Other; explain _____

___ 2. Each local school with a vocational education program in the region has developed and implemented a plan for the placement and follow-up of vocational students in 1978-79.
___ 3. We are now in the process of developing a plan for the placement and follow-up of vocational students in this region.
___ 4. Other; explain _____

(Go on to question 28)

PART III - STAFF DEVELOPMENT AND TRAINING

28. Have you conducted a meeting for the professional personnel in your region who have responsibilities pertaining to vocational education so as to orient them to the purpose, goals and objectives of a placement and follow-up system for vocational education and possible methods of implementing such a system?

___ 1. Yes
___ 2. No

29. Please check all that apply:

___ 1. We have not seen the need for such a meeting.
___ 2. We have plans to conduct such a meeting soon.
___ 3. Other; explain _____
_____
_____
___ 4. _____
_____
_____

(Go on to question 31)

30. Please check all that apply:

___ 1. An orientation meeting for the entire region was conducted in 19__ - ____.
___ 2. The regional vocational education staff and personnel in each local school with a vocational education program were invited to the orientation meeting.
___ 3. The chief school administrators and their staffs were invited to attend the orientation meeting.
___ 4. Bureau of Vocational Education personnel helped conduct the orientation meeting.
___ 5. Other; explain _____
_____
___ 6. _____
_____
_____
___ 7. _____
_____
_____

(Go on to question 31)

31. Did you have an organizational meeting to introduce the coordinator of placement and follow-up for vocational education to the people in the region and establish local leadership teams for placement and follow-up of vocational students in each school that has a vocational education program?

___ 1. Yes
___ 2. No

32. Please check all that apply:

___ 1. We have not seen the need for such an organization since our regular organization can take care of the need.
___ 2. We have plans to get the regional staff and each local school with a vocational education program organized soon.
___ 3. Other; explain _____
_____
_____
___ 4. _____
_____
_____

(Go on to question 34)

33. Please check all that apply:

___ 1. The regional coordinator of placement and follow-up for vocational education conducted a regionwide meeting to get acquainted with the people of the region and explain plans for implementing a placement and follow-up system in the region.
___ 2. The regional coordinator helped each school in the region, that has a vocational program, establish a leadership team in the school.
___ 3. The regional coordinator met with the professional personnel in each school that has a vocational education program to help them better understand the purpose of the placement and follow-up system and to plan and organize their own program.
___ 4. Other; explain _____
_____
_____
___ 5. _____
_____
_____

(Go on to question 34)

34. Did you have any inservice training for your regional staff and the professional staff in the local schools of the region during 1978-79 to help them better understand the Kentucky Vocational Education Placement and Follow-up System and their role in planning, developing, and implementing the program in their particular situation?

___ 1. Yes
___ 2. No

35. Please check all that apply:

___ 1. We have not seen the need for any special inservice training on placement and follow-up for the people in this region.
___ 2. We see placement and follow-up of vocational education students as a responsibility of the State Employment Service and not ours.
___ 3. We have plans for inservice training of the people in this region who should be involved in the placement and follow-up of vocational education students.
___ 4. Other; explain _____
___ 5. _____

(Go on to question 37)

36. Please check all that apply:

___ 1. We had a regionwide workshop for everyone in the region who is involved in the placement and follow-up program.
___ 2. We had a separate workshop for the regional staff on how to carry out their responsibilities regarding the placement and follow-up program.
___ 3. We had a separate workshop for each local school in the region that has a vocational education program on how to establish and maintain their placement and follow-up system.
___ 4. The key people in the region who have responsibilities for placement and follow-up activities attended an in-service training conference that was conducted by the Bureau of Vocational Education.
___ 5. Other; explain _____
___ 6. _____

(Go on to question 37)

37. Do you have any plans for further staff development regarding the Kentucky Placement and Follow-up System for Vocational Education during 1980-81?

___ 1. Yes
___ 2. No

38. Please check all that apply:

___ 1. We have no particular plans for further staff development in the region pertaining to the placement and follow-up of vocational students.
___ 2. We plan to give attention to the need for in-service training of the people in the region pertaining to placement and follow-up of vocational students.
___ 3. Other; explain _____
___ 4. _____

(Go on to question 40)

39. Please check all that apply:

___ 1. We have plans for an in-service training conference for all personnel in the region who should be involved in placement and follow-up activities.
___ 2. We have plans for an in-service training workshop for the professional personnel in each local school that has a vocational program who should be involved in placement and follow-up activities.
___ 3. We expect to have the people in the region who have responsibilities for placement and follow-up of vocational education students attend the in-service training meetings that are sponsored by the Bureau of Vocational Education.
___ 4. We intend to have regular staff meetings during the year which will include placement and follow-up as an important item on the agenda.
___ 5. Other; explain _____
___ 6. _____

(Go on to question 40)

40. Do you need any assistance in developing and implementing a staff development plan for the people in your region pertaining to the placement and follow-up of vocational education students?

___ 1. Yes
___ 2. No

41. Please check all that apply:

___ 1. We have an effective staff development program on placement and follow-up for the people in this region now in operation.
___ 2. Staff development regarding placement and follow-up of vocational students is an integral part of our overall staff development efforts.
___ 3. Other _____

(Go on to question 43)

42. Please check all that apply:

___ 1. We need assistance in developing an overall plan for the region.
___ 2. We need assistance in developing a plan for each operating unit, local school and regional staff.
___ 3. We need help in developing training modules which are geared to individual needs.
___ 4. We need assistance in planning and implementing an in-service workshop.
___ 5. Other; explain _____

(Go on to question 43)

43. Has the Bureau of Manpower Services been involved in your staff development efforts?

___ 1. Yes
___ 2. No

44. Please check all that apply:

___ 1. We have not asked them to participate in our staff development efforts pertaining to placement and follow-up of vocational education students.
___ 2. We have not conducted any staff development activities pertaining to placement and follow-up of vocational education students.
___ 3. We plan to secure the assistance of the Bureau of Manpower Services in the staff development of personnel in this region who have responsibilities pertaining to placement and follow-up of vocational education students.
___ 4. Other; explain _____

(Go on to question 46)

45. Please check all that apply:

___ 1. The Bureau of Manpower Services staff has provided assistance for staff development of our regional staff pertaining to placement and follow-up of vocational education students.
___ 2. The Bureau of Manpower Services staff has helped the regional vocational education staff in staff development workshops for the local school personnel.
___ 3. The Bureau of Manpower Services has furnished instructional materials pertaining to the placement and follow-up of persons seeking employment.
___ 4. Other; explain _____

(Go on to question 46)

PART IV - DEVELOPMENT OF EMPLOYABILITY SKILLS

46. Is the development of employability skills a definite part of the curriculum for each student enrolled in vocational education in your region?

___ 1. Yes
___ 2. No

47. Please check all that apply:

___ 1. We do not emphasize the development of employability skills.
___ 2. We emphasize the development of employability skills for a specific occupation that the student hopes to secure upon completion of the training.
___ 3. We are now studying the feasibility of giving more emphasis to the development of employability skills.
___ 4. Other _____

(Go on to question 49)

48. Please check all that apply:

___ 1. The development of employability skills is a definite part of the curriculum for each vocational education program offered in the region.
___ 2. The development of employability skills is definitely tied to the placement and follow-up function for each vocational student.
___ 3. The development of employability skills is recognized as a means of enabling the individual to be flexible in adjusting to the everchanging requirements of the labor market.
___ 4. The development of employability skills for each student enrolled in vocational education is intended to increase their employability alternatives.
___ 5. Other _____

(Go on to question 49)

49. Is the development of employability skills a definite part of the vocational guidance services provided by the guidance counselors in your region?

___ 1. Yes
___ 2. No

50. Please check all that apply:

___ 1. The guidance counselor leaves the development of employability skills to the vocational teachers.
___ 2. The guidance counselor does not see this as a part of guidance and counseling.
___ 3. The guidance counselors need some in-service training in this area.
___ 4. Other _____

(Go on to question 52)

51. Please check all that apply:

___ 1. The guidance counselor emphasizes the development of employability skills in individual counseling sessions.
___ 2. The guidance counselor emphasizes the development of employability skills in working with the teachers and staff.
___ 3. The guidance counselor helps conduct workshops for teachers and staff regarding the development of employability skills as an integral part of the instructional program.
___ 4. Other _____

(Go on to question 52)

PART V - PLACEMENT COMPONENT

52. Are you using the Vocational Education Region IV Placement and Follow-up Model in developing and implementing the placement component in your region?

___ 1. Yes
___ 2. No

53. Please check all that apply:

___ 1. We do not as yet have a placement component established in the region.
___ 2. We have opted to set up our own placement component.
___ 3. Other; explain fully _____

(Go on to question 55)

54. Please check all that apply:

These aspects of the Region IV Model have been implemented in this region:

___ 1. The Student Referral and Placement Card system is fully implemented.
___ 2. A student availability file has been set up and it is being kept up-to-date.
___ 3. A job availability file has been set up and it is being kept up-to-date.
___ 4. A cooperative arrangement with the State Employment Service has been established and is now in operation.
___ 5. Educational placement services are provided to the students by the counselors in the school system.
___ 6. Educational placement services are provided to the students by the teachers in the school.
___ 7. The Student Introduction Card is being used by the students in contacting employers.
___ 8. The Student Introduction Card is being used by the employers to communicate with the schools regarding the employment status of the students.
___ 9. A permanent record file has been established for each student enrolled in vocational education.
___10. State Employment Service representatives visit each school in the region on a regularly scheduled basis to bring them employment information from the State Job Bank.
___11. State Employment Service interviewers visit each school in the region on a regularly scheduled basis to interview the students who are available for employment.
___12. Other; explain _____

PART VI - FOLLOW-UP COMPONENT

55. Do you have a complete student roster which serves as the basis for the vocational education placement and follow-up system in your region?

___ 1. Yes
___ 2. No

56. Please check all that apply:

___ 1. We have a regular class roll book that serves as a student roster.
___ 2. We do not specifically designate in the roll book who is ready for placement.
___ 3. We plan to establish a formal student roster which will be used in carrying out the placement and follow-up functions in our vocational education programs.
___ 4. Other; explain _____

(Go on to question 58)

57. Please check all that apply:

___ 1. We maintain a complete student roster for each vocational program offered in the region for:

___ a. One year
___ b. Two years
___ c. Three years
___ d. Four years
___ e. Five years
___ f. More than five years

___ 2. The student roster identifies the students who are ready for placement, either for:

___ a. immediate employment, or
___ b. continuing education

___ 3. Other; explain _____

(Go on to question 58)

58. Have you fully implemented the Kentucky Vocational Education Follow-up Component?

___ 1. Yes
___ 2. No

59. Please check all that apply:

Please identify how your follow-up system is different from the Region IV Model.

___ 1. _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

___ 2. _____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

(Go on to question 61)

60. Please check all that apply:

These aspects of the Region IV Model have been implemented in this region:

___ 1. The initial follow-up questionnaire is used throughout the region.
___ 2. The initial follow-up notification card is used to let former students know they will be receiving the follow-up questionnaire.
___ 3. The initial follow-up cover letter is used to explain how to complete the questionnaire and why.
___ 4. The initial follow-up reminder card is used to get the questionnaire answered and returned.
___ 5. The teachers prepare the Employer Survey List indicating the names of former students who are employed along with the name of their employers.
___ 6. The Employer Survey of Employee Performance Form is mailed to all employers identified on the Employer Survey List to secure job-related information from the employers former vocational students.
___ 7. The Employer Survey Cover Letter is used to explain the purpose of the Employer Survey.
___ 8. The Program Improvement Follow-up of Former Vocational Students is used to secure information from program leavers and completers.
___ 9. The Program Improvement Follow-up of Former Consumer and Homemaking Students is used to secure information from program leavers and completers.
___10. The two-year Program Improvement Follow-up Notification Card is used to inform former students that they will receive a questionnaire.
___11. The Program Improvement Follow-up Cover Letter is used to explain the purpose of the questionnaire.
___12. A two-year student follow-up of former students in directly operated programs is performed by using the _____ questionnaire to satisfy the SACS accreditation Standard 11.
___13. Other; explain what is being done for the reimbursed programs _____

(Go on to question 61)

61. Has the Initial Follow-up Questionnaire been used by all vocational education teachers in the region?

___ 1. Yes
___ 2. No

62. Please check all that apply:

If your region follows a different procedure, please explain the steps involved.

___ 1. _____
___ 2. _____
___ 3. _____
___ 4. _____
___ 5. _____
___ 6. _____
___ 7. _____
___ 8. _____
___ 9. _____
___10. _____

(Go on to question 64)

63. Please check all that apply:

___ 1. The regional coordinator has explained the questionnaire to all teachers in the region and how to answer it.
___ 2. The questionnaire is being used by all teachers in the region.
___ 3. Students complete the top section of the questionnaire before they leave school.
___ 4. The bottom section of the questionnaire is used to indicate the student's current employment status.
___ 5. The bottom section of the questionnaire is completed by the:

___ a. teacher
___ b. student
___ c. Other; explain _____

___ 6. Information on the questionnaire is used for federal reporting and to update the student records.
___ 7. The answered questionnaire is kept in the student's individual file.
___ 8. Other; explain _____

(Go on to question 64)

64. Has the Initial Follow-Up Questionnaire been completed on all former students in the region for the required reporting period?

___ 1. Yes → (66)
___ 2. No → (65)

65. Please check all that apply:

What are the reasons why the questionnaire has not been completed?

_____
_____
_____
_____

(Go on to question 67)

66. Please check all that apply:

Indicate the number and percent of former students who have completed the questionnaire.

Number	Percent	
_____	_____	1978-79
_____	_____	1977-78
_____	_____	1976-77
_____	_____	1975-76

(Go on to question 67)

67. Has the termination data section of the program roster been completed?

___ 1. Yes → (69)
___ 2. No → (68)

68. Please check all that apply:

If you have another procedure for collecting termination data on your former students, please explain it.

_____
_____
_____
_____

(Go on to question 70)

69. Please check all that apply:

___ 1. The termination data section was completed by the student.
___ 2. The termination data section was completed by the teacher.
___ 3. Other; explain _____
_____
_____

(Go on to question 70)

70. Has the Employer Survey List been completed by the vocational education teachers and forwarded to the regional office?

___ 1. Yes
___ 2. No

71. Please check all that apply:

___ 1. The teachers in the schools of the region did not respond because:
_____
_____

___ 2. Other; explain _____
_____
_____

(Go on to question 73)

72. Please check all that apply:

___ 1. The Employer Survey list was completed and forwarded to the regional office by the teachers in each school.
___ 2. Other; explain _____
_____
_____
_____

(Go on to question 73)

73. Have Employer Surveys on all former students who were employed been completed by the regional office?

___ 1. Yes
___ 2. No

74. Please check all that apply:

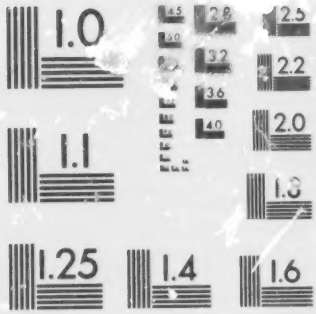
___ 1. We did not conduct an Employer Survey because the schools did not submit to us an Employer Survey list.
___ 2. Other; explain _____
_____
_____
_____
_____

(Go on to question 76)

75. Please check all that apply:

___ 1. Employer Surveys for all students and employers on the Employer Survey lists have been completed by the regional office.
___ 2. The Employer Surveys for 1978-79 are underway at the present time.
___ 3. Other; explain _____
_____

(Go on to question 76)



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

76. What response rate did you receive from the Employer Survey for the years that you have conducted it?

Percentage Returns	Year
_____	1975-76
_____	1976-77
_____	1977-78
_____	1978-79

(Go on to question 77)

77. Has the two-year follow-up of former students in the Direct Operated Vocational Education Programs been completed?

___ 1. Yes
___ 2. No

78. Please check all that apply:

Please explain why the two-year follow-up of former students was not completed.

___ 1. _____
___ 2. _____
___ 3. _____
___ 4. _____

(Go on to question 80)

79. Please check all that apply:

___ 1. The two-year follow-up of former students was completed on _____

___ 2. The two-year follow-up was completed for the following two years:

___ a. 1977-78 and 1978-79
___ b. 1976-77 and 1977-78
___ c. Other _____

___ 3. The two-year follow-up of former students was completed on _____ percent of the former students in that two-year period.

___ 4. Other; explain _____

(Go on to question 80)

80. Please attach a copy of the questionnaire that you use to complete the two-year follow-up of former students in the Direct Operated Programs to satisfy SACS Accreditation Standard 11.

(Go on to question 81)

81. Has the program improvement follow-up of former vocational education students been completed?

___ 1. Yes
___ 2. No

82. Please check all that apply:

If you varied from the recommended State Follow-up System, please explain what you did.

___ 1. _____
___ 2. _____
___ 3. _____
___ 4. _____
___ 5. _____

(Go on to question 84)

83. Please check all that apply:

___ 1. The top section of the program improvement follow-up form was completed by the students before they left school.
___ 2. The questionnaire was mailed to all former students who completed the program:

___ a. the previous year 1978-79
___ b. two years previously 1977-78
___ c. three years previously 1976-77
___ d. four years previously 1975-76

___ 3. The questionnaire included questions formulated by the teachers.
___ 4. The questionnaire asked for unsolicited comments about the program from the former students.
___ 5. Other; explain _____

(Go on to question 84)

84. Has the program improvement follow-up of Former Consumer and Homemaking students been completed?

___ 1. Yes
___ 2. No

85. Please check all that apply:

If you varied from the recommended State Follow-up System, please explain what you did differently.

___ 1. _____
_____
___ 2. _____
_____
___ 3. _____
_____
___ 4. _____
_____
___ 5. _____
_____

(Go on to question 87)

86. Please check all that apply:

___ 1. The top section of the program improvement follow-up form was completed by the students before they left school.
___ 2. The questionnaire was mailed to all former students who completed the program:

___ a. the previous year, 1978-79
___ b. two years previously, 1977-78
___ c. three years previously, 1976-77
___ d. four years previously, 1975-76

___ 3. The questionnaire included questions formulated by the teacher.
___ 4. The questionnaire asked for unsolicited comments about the program from the former students.
___ 5. Other; explain _____
_____
_____

(Go on to question 87)

87. Based on your analyses of the responses that you received from the program improvement follow-up of former vocational students, have you made or do you plan to make any changes in the vocational education programs in your region?

___ 1. Yes
___ 2. No

88. Please check all that apply:

If no changes are anticipated, please explain why.

___ 1. _____
___ 2. _____
___ 3. _____
___ 4. _____
___ 5. _____
___ 6. _____
___ 7. _____

(Go on to question 90)

89. Please check all that apply:

___ 1. Inservice workshops have been held with the teachers in all program areas to analyze the information received for the purpose of helping the teachers update and revise their curriculum.
___ 2. Based on an analysis of the information, it has been recommended that the following programs be terminated: _____
___ 3. Based on an analysis of the information, it has been recommended that the following new programs be established:
___ 4. Other; explain _____
___ 5. _____
___ 6. _____

(Go on to question 90)

PART VII - INFORMATION FOR DECISION MAKING

90. Has the placement component for vocational educacion students been satisfactory in generating the information needed in your region for decision making in:

a. providing the essential services for students so they could attain their next career objective--employment or continuing education?
b. planning, evaluating, revising, changing and strengthening vocational education programs, services, and activities? and,
c. Federal, state and local accountability reporting?

___ 1. Yes
___ 2. No

91. Please explain how your placement component is different from the one outlined under Yes-92 or explain what you consider to be deficiencies or excesses in the different categories listed.

___ 1. _____
___ 2. _____
___ 3. _____
___ 4. _____
___ 5. _____

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92. Please check all that apply:

___ 1. Student Referral and Placement Card was used by all students.
  ___ a. Job placement information is adequate.
  ___ b. Information for counseling is adequate.
  ___ c. Teachers keep the card up-to-date.
  ___ d. School record system is effective.
___ 2. Student Availability File is kept up-to-date.
  ___ a. It serves all eligible students.
  ___ b. Vocational personnel refer to it regularly.
  ___ c. *SES representative refers to it regularly.
  ___ d. *SES representative contacts teachers regularly.
  ___ e. *SES representative interviews students regularly.
___ 3. Students receive instruction and training in a work readiness (job clinic) program before going for a job interview with employer.
___ 4. Job Availability Card is used to identify employment opportunities. It is filled out and kept up-to-date by:

*State Employment Service

(Continued)

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___ 6. _____

___ 7. _____

___ 8. _____

___ 9. _____

___10. _____

___11. _____

___12. _____

___13. _____

(Go on to question 93)

___ a. Students
___ b. Parents
___ c. Teachers
___ d. Administrators
___ e. State Employment Service
___ f. Industrial representatives
___ g. Other _____

___ 5. Job Availability Card File is maintained in the _____.

___ 6. Regional Office consolidates all unfilled jobs reported by the schools.

___ 7. Consolidated regional list of unfilled jobs is mailed to each school administrator.

___ 8. Unfilled jobs are divided into program areas and distributed to the teachers.

___ 9. Teachers refer qualified students for job interviews.

___10. Student Introduction Card is used for the interview and to record the outcome--employed or unemployed.

___11. Student Availability Card is used to record the student's employment status.

___12. When employed, the Student's Availability Card is kept in the Student's Permanent File.

___13. While unemployed, the Student's Availability Card is kept in the Student's Availability File located in the _____.

___14. Other; explain _____

___15. _____

___16. _____

(Go on to question 93)

93. Has the follow-up component for vocational education students been satisfactory in generating the information needed in your region for decision making in:

a. providing the essential services for students so they could attain their career objective--satisfactory employment or successful continued education;
b. planning, evaluating, revising, changing, and strengthening vocational education programs, services, and activities; and,
c. Federal, state, and local accountability reporting?

___ 1. Yes
___ 2. No

94. Please explain how your follow-up component is different from the one outlined under Yes-95 and explain what you consider to be deficiencies or excesses in the different categories listed.

___ 1. _____
___ 2. _____
___ 3. _____
___ 4. _____
___ 5. _____
___ 6. _____

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95. Please check all that apply:

___ 1. Initial Follow-up Questionnaire is used to collect follow-up information:

___ a. Student completes top section of the questionnaire before leaving school.
___ b. Teacher completes the remaining parts of the questionnaire.
___ c. Students are asked to complete the remaining parts of the questionnaire by mail.
___ d. Student responses to the mailed questionnaire were: _____ percent returned.

___ 2. Information on the student questionnaire is transferred to the class roster and forwarded to the regional office.
___ 3. Regional Office prepares a regional summary by programs and submits it to the Bureau of Vocational Education.
___ 4. Bureau of Vocational Education develops a State Summary and submits it to the U. S. Office of Education.
___ 5. A program improvement follow-up questionnaire was mailed to all former students last year.
___ 6. Student responses to the mailed questionnaire were: _____ percent returned.

(Continued)

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___ 7. _____

___ 8. _____

___ 9. _____

___10. _____

___11. _____

___12. _____

___13. _____

(Go on to question 96)

___ 7. Teachers compiled a summary of the returned questionnaires and mailed it to the Regional Office.

___ 8. The Regional Office prepared a summary by program by school and used the information to evaluate each program and take appropriate action.

___ 9. The teachers used the initial follow-up questionnaire to make a complete list of employers of former students.

___10. The employer survey instrument was:

___ a. Mailed and received by the teachers.
___ b. Mailed by the teachers but received by the school administrator.
___ c. Mailed and received by the Regional Office.

___11. Employer responses to the mailed survey were:

_____ percent, 1978-79
_____ percent, 1977-78
_____ percent, 1976-77
_____ percent, 1975-76

___12. A regional data summary by program was prepared and submitted to the Bureau of Vocational Education.

___13. The Employer Survey data summary of programs was used to evaluate each program and take any corrective action deemed necessary.

___14. _____

___15. _____

(Go on to question 96)

96. What changes or modifications would you suggest so as to make the Kentucky Vocational Education Placement and Follow-up System more effective in meeting the needs of the vocational education students in your region?

_____

_____

_____

_____

97. Are you using the placement and follow-up data acquired in your region to justify the continuation or modification of existing programs and the implementation of new programs?

___ 1. Yes → 99

___ 2. No → 98

98. If you have a different system and a different approach in justifying your operations, please explain how you are different.

___ 1. _____

___ 2. _____

___ 3. _____

___ 4. _____

___ 5. _____

___ 6. _____

___ 7. _____

___ 8. _____

___ 9. _____

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99. Please check all that apply:

Administrators used the data on former vocational students to:

___ 1. make decisions regarding program planning at the local level.
___ 2. detect trends that influenced school policy and physical management.
___ 3. make decisions regarding the addition, deletion, or modification of vocational education programs.
___ 4. budget for existing programs.
___ 5. determine course content and plan the curriculum to meet employment demands.
___ 6. report on the functions of vocational education in the region and their effectiveness.
___ 7. provide input into the Vocational Education Data System (VEDS).
___ 8. evaluate the instructional process in vocational education relative to quality of training.

Guidance Counselors used the data on former vocational students in:

___ 9. counseling potential students in the selection of an area of study.

(Continued)

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___10. _____

___11. _____

___12. _____

___13. _____

___14. _____

___15. _____

___16. _____

(Go on to question 100)

___10. helping potential students decide on a vocational objective.

Teacher Educators used the data on former vocational students to:

___11. develop the curriculum for the preparation of vocational teachers.

___12. make necessary curriculum changes in the instructional program.

Teachers used the data on former vocational students to:

___13. perform a self-evaluation of the teaching process.

___14. make adjustments in course content and in planning the curriculum.

___15. establish guidelines for the maintenance of instructional programs designed to meet the needs of the labor market in the area.

___16. Other; explain _____

(Go on to question 100)

100. What benefit have you derived from the Kentucky Vocational Education Placement and Follow-up System?

_____

_____

_____

101. What adjustments need to be made in the methods of collecting, disseminating and utilizing the information generated by the Kentucky Vocational Education Placement and Follow-up System? (additional data needed; too much data collected; too much duplication; etc.)

_____

_____

_____

_____

PART VIII - PLANS FOR PROGRAM IMPROVEMENT

102. Do you use the information that comes out of the Kentucky Vocational Education Placement and Follow-up System as a basis for improving the vocational education programs, services and activities in your region?

___ 1. Yes
___ 2. No

103. Please explain the sources of information that you use for improving the vocational education programs, services and activities in your region.

___ 1. _____
___ 2. _____
___ 3. _____
___ 4. _____
___ 5. _____
___ 6. _____

(Go on to question 105)

104. Please check all that apply:

___ 1. Have a work readiness or job clinic program for all students.
___ 2. Use the Employability Skills Modules to prepare students for employment.
___ 3. Use information from Program Improvement Survey to make changes in course content, curriculum, and supporting services.
___ 4. Use information from Program Improvement Questionnaire and Initial Follow-up Questionnaire to improve the vocational guidance services.
___ 5. Use information received from interviews with SES representatives and Employer Survey to improve communications and working relations with the State Employment Service and employers of former students.
___ 6. Other; explain _____

(Go on to question 105)

105. What help do the people in your region need to fully implement the Kentucky Vocational Education Placement and Follow-Up System so as to better serve the vocational education students?

_____
_____
_____

Thanks for your cooperation!

APPENDIX F

The Kentucky Placement and Follow-up System
Teacher Handbook

The Kentucky Vocational Education Placement and Follow-Up System

Kentucky Department of Education

Teacher Handbook

THE KENTUCKY VOCATIONAL EDUCATION PLACEMENT AND FOLLOW-UP SYSTEM

Kentucky State Department of Education
Bureau of Vocational Education

This document was produced in agreement with Title IV
of the Civil Rights Act, Title IX
of the Education Amendments of 1972 and
Title II of the Education Amendments of 1976

FOREWORD

The manual for the establishment and operation of a school-based placement and follow-up system was designed to be of practical use to all who are developing a similar system to meet needs within a particular situation. The intent is to share perspectives that may assist individuals in pursuit of solutions and provide ideas as to "procedures" for seeking solutions to problems commonly encountered. The main thrust will be slanted toward employment, but will not be limited to job placement. A truly effective placement system must coordinate all efforts to meet placement needs of all its clients, the students.

This guide will be divided into two sections.

PART I - GENERAL INFORMATION

Provides history of the development of this comprehensive system, code of ethics, definitions, and expected outcomes of the system.

PART II - OPERATIONAL PROCEDURE

Briefly describes the procedures for both Placement and Follow-up Components of the system. Provides copies of all forms needed to implement and maintain the system and a time and event schedule.

ACKNOWLEDGEMENTS

The preparation of this manual "A Model System for Placement and Follow-up" as developed, field-tested and revised within Vocational Education, Region IV, involved the assistance, advice and skills of many interested people in the Commonwealth of Kentucky. These dedicated individuals, with a wide range of interests and backgrounds, have devoted valuable hours, deliberated at length and given direction to a meaningful program that is essential to the delivery of services to individuals who have been or are enrolled in a variety of vocational education programs.

The Project Director and staff are appreciative of the many contributions of time, effort, energy and skills of the various agencies within the Commonwealth of Kentucky, the State-wide Task Force, the Inter-agency Committee and the Regional Review Committee. Without the help of these dedicated members, the placement and follow-up system would not be the successful model for a state-wide placement and follow-up system.

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References:

Career Assistance and Placement Service
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PART I

GENERAL INFORMATION

INTRODUCTION

The Kentucky Bureau of Vocational Education, 1975, charged the staff of Barren River Vocational Education Region Four with the responsibility for developing and field-testing a model for a comprehensive system for placement and follow-up of vocational students.

Upon completion of the successful field-test and all attendant revisions of the Placement and Follow-up Project in 1976-77, Vocational Education Region Four has provided a model which can be implemented in varying degrees and will serve as the state-wide system of placement and follow-up for all vocational students. Beginning in the 1977-78 school year, the system was implemented in five vocational education regions, with the remaining regions implementing the system during the 1978-79 school year.

As a part of the Career Education movement, and in the total education system, it has repeatedly been emphasized that all youth have needs to be met. Instead of isolating individuals by the paths they have elected to follow, via college or job, placement is seen as career placement, the path to any number of steps to be taken by individuals embarking on the preparation stages. Within the education framework, educational and occupational roles interrelate and provide meaningful opportunities in schools and in work settings for individuals in their long-range career development plans, and at the same time provide mechanics to assist youth in the selection process, culminating in career placement, a necessary ingredient that established vital accountability to students, educators and the community at large.

The term "career placement" as described in this project refers to a comprehensive system that gives assistance to individuals to make selections of various options, and at the same time provide opportunities for successful entry to selected careers.

What are the implications for vocational education? What are the facts the vocational educator must address?

It is obvious that the work world is changing dramatically — whirlwind changes in materials, equipment, design; number of personnel required to do the work; the location of opportunities; obsolescent jobs requiring potential retraining markets, hiring policies and regulatory agencies — these are but a few impacts being felt by business, industry, service and private communities. The educational programs which will prepare future workers must take these phenomena into account. Enrollments in the education institutions have grown. Increasing numbers are participating in vocational education programs. There are real needs for increasing numbers of instructors in vocational training; staffs must be increased as well as kept up-to-date; equipment must be adequate, current and maintained properly; support personnel must be available to assist students in their career planning, selection and follow through; time to plan and implement programs must be allotted; and money to operate needed programs must be made available. In order to accomplish this, evidence must be gathered to prove that the extra expenditure will result in preparing better qualified employees that are demanded by the work community. No longer can the vocational student complete school without having well-defined levels of competencies and without being given assistance for entry into the job market. Each must be provided opportunities to select employment within an identified perimeter of aspiration and competency.

Vocational education planners need valid data to support decisions pertinent to program effectiveness and for justification for expanding services to students. The development of a comprehensive, formalized system for placement and follow-up will produce data sufficient to support requests for expansion, deletions and/or additions of programs.

SYNOPSIS OF PLACEMENT AND FOLLOW-UP SYSTEM

The system consists of two major components: Student Follow-up and Student Placement.

I. FOLLOW-UP COMPONENT

The follow-up component is divided into four categories: the Initial Follow-up, Employer Survey, Program Improvement Follow-up, and Two-Year Student Follow-up for program completers in area vocational education centers and state vocational technical schools.

A. Initial Follow-up

1. Student completes top of Initial Follow-up Questionnaire during school enrollment process or prior to exiting the program. The questionnaire will be filed for future use in obtaining and transferring data to the program roster during January of the following school year.
2. Prior to implementing the following steps the white copy of the prior year program roster will be received by the teacher from the regional office.
3. In January the teacher reviews Initial Follow-up Questionnaire to determine if information is available.
   a. *If all information is available:*
      (1) Teacher completes the questionnaire and indicates how information was obtained at bottom of questionnaire.
      (2) Teacher completes follow-up section of program roster using information from Initial Follow-up Questionnaire. (See page 16).
   b. *If all information is not available:*
      (1) (Optional) In January teacher may mail notification card two weeks in advance of mailing Initial Follow-up Questionnaire (page 14).
      (2) In January teacher mails cover letter and Initial Follow-up Questionnaire (page 15).
      (3) (Optional) Teacher may mail Initial Follow-up Reminder Card within ten days to two weeks if Initial Follow-up Questionnaire has not been received (page 15).
      (4) Teacher completes follow-up section of program roster using information from Initial Follow-up Questionnaire. (See page 16).
4. Teacher mails program roster with student follow-up information to regional office by February 15. (Teacher compiles Employer Survey List from program roster and Initial Follow-up Questionnaire — See instructions for Employer Survey - Item B.)
5. Teacher maintains Initial Follow-up Questionnaire and files by year by program as it serves for program audit documentation.
6. The regional office prepares school and regional summaries by program and submits to the Occupational Information Unit, Bureau of Vocational Education by April 1.
7. The Occupational Information Unit prepares a state summary by program and submits to federal regulatory agencies.

B. Employer Survey

1. The teacher prepares the Employer Survey List (Referred to in Section A, Step 4), using the Initial Follow-up Questionnaire, Student Referral Card used in the placement component (page 33) and program roster as the sources of information for completing Employer Survey List and forwards it to the regional office by February 15 (page 18).

Note: It is vital that the exact name and address of employers of students employed in related fields be complete and accurate on the Employer Survey List.

2. The regional office mails the Employer Survey to employers. When they are returned, the regional office prepares school and regional summaries by program and submits to the Occupational Information Unit by May 1.
3. The regional office returns Employer Surveys with a copy of the summary to vocational teacher for use in developing and implementing their program improvement plan.
4. The Occupational Information Unit prepares a state summary and submits to federal regulatory agencies.

C. Program Improvement Follow-up

1. Student completes top of Program Improvement Questionnaire during school enrollment process or prior to exiting the program. The questionnaire will be mailed to students for their completion after having exited the program for three years. The questionnaire will be used by the teacher for developing and implementing the program improvement plan. *(Consumer and Homemaking Program Improvement Questionnaire — Consumer and Homemaking program completers (definition page 21) should complete top of questionnaire before exiting the program. The questionnaire will be mailed to students for their completion after having exited the program for three years. The questionnaire will be used by the teacher for developing and implementing the program improvement plan.)*
2. (Optional) Teacher may send notification card two weeks in advance of mailing Program Improvement Follow-up Questionnaire.
3. Teacher sends cover letter and follow-up questionnaire to former students on September 1.
4. Teacher compiles a summary of the returned questionnaire and forwards to the regional office.
5. The teacher will use the information obtained from the Program Improvement Survey in developing and implementing their program improvement plan.

D. Two-Year Student Follow-up (Direct Operated Programs)

The regional office will determine what follow-up form will be used to follow-up program completers to meet SACS Accreditation Standard 11. It has been recommended that items identified on the Initial Follow-up Questionnaire be used; however, each region will have the option of developing a questionnaire that might better meet the individual need of the region. No time lines have been identified for this survey, but for program improvement and planning activities, it is recommended that this follow-up be conducted concurrently with the Program Improvement Follow-up.

II. PLACEMENT COMPONENT

A. Steps In The Placement Component Are:

1. Student becomes available for placement.
2. Student Referral and Placement Card is initiated. This card may be initially filled out by the student upon enrollment or when anticipating leaving the program.
3. Teacher refers student to job or to a counselor for higher education.
4. Teacher completes job information on back of Student Referral and Placement Card and files it in a central location (principal or guidance counselor's office) or in program department.
5. If student is not placed by teacher, the Student Referral and Placement Card is initiated and filed in the student availability file.
6. Interviewer from state employment office comes to school, checks file, contacts teacher and student, and arranges for student interview. Student receives job through state employment office.
7. Teacher completes job information on back of Student Referral and Placement Card and files it in the school's record system for a time period commensurate with state and federal regulations.
8. The Student Referral and Placement Card should be updated periodically (example: once per semester).
9. The Student Referral and Placement Card file is used as a source of information and back-up for completion of the Initial Follow-up, Employer Follow-up, Two-Year Student Follow-up and a Program Improvement Follow-up for Direct Operated Programs.

B. Plan To Assist Teacher In Locating Employment For Student:

1. Any person who knows of an available job should file a Job Availability Card in the school office.
2. On a designated day, the school secretary will compile a list of unfilled jobs and mail to regional vocational office.
3. On a designated day of each week, the regional office will compile a regional list of unfilled jobs by program area and mail to school administrators.
   a. On a designated day of each week, the school administrator or the school secretary separates the list by program areas and distributes to individual teachers.
   b. Teachers refer qualified students for job interviews. When referring student for job interview, the teacher gives the student a Student Introduction Card. The employer returns the Student Introduction Card to the school indicating whether or not the student was employed.
   c. The teacher completes the job referral information on back of Student Availability Card to indicate employment or unemployment. If the student was employed, the card will be filed in the student's permanent folder. If not employed, the Student Availability Card will be filed in the school office for further job referral.

DEFINITION OF PLACEMENT

Placement is a service which assists vocational education students and former students in relating their personal qualities, education and experience to career requirements assisting them in their search for employment and/or continuing education and cooperates with employers and educators in the successful induction of the individual into his next career position.

DEFINITION OF FOLLOW-UP

The term follow-up is defined as a systematic collection of pertinent data from or about individuals having had vocational education experiences.

EXPECTED OUTCOMES OF A PLACEMENT AND FOLLOW-UP SYSTEM

1. Secure information to improve:
   - A. instructional content
   - B. teaching methods and teaching aids
   - C. criteria to place students in training programs
   - D. equipment and supplies
   - E. management of institution
2. Secure information for use in:
   - A. the program improvement plan
   - B. the local and regional planning process
   - C. the program review
3. Contact with business and industry, other agencies, and individuals will make people more aware of vocational education and have better understanding of vocational education.
4. An organized student record system.
5. Improved program planning.
6. Cooperation between and/or among other agencies.
7. Cooperation between and/or among individuals.

CODE OF ETHICS

A school based placement and follow-up program is conducted equitably and responsibly by the individuals accountable for the operation of the placement and follow-up service. Appropriate printed statements are developed and adhered to that underscore high standards of integrity and conduct among all parties concerned.

1. The individual responsible for the placement and follow-up services:
   - A. refers to Title VII of U.S. Civil Rights Acts of 1964 (Equal Opportunity Act),
   - B. is familiar with Affirmative Actions Plans of Kentucky,
   - C. is knowledgeable of the Family Education Rights and Privacy Act,
   - D. keeps current with Kentucky Fair Employment Act.
2. The individual provides for all youth to take responsibility for their choices that involve long range investment of their talents.
3. The individual avoids preferential treatment of applicants and employers.
4. The individual avoids referral of students by sex and/or minority status (unless legal exception is made) of applicants.
5. The individual exercises care in the use of testing as the sole basis for referral.
6. The individual consults school admininstrators for policy clarification whenever conflicts arise.
7. The individual is sure that all records and information given complies with applicants' rights to privacy.

PART II
OPERATIONAL PROCEDURE

KENTUCKY PLACEMENT AND FOLLOW-UP SYSTEM

TIME AND EVENT SCHEDULE

TASKS	DUE DATES
FOLLOW-UP COMPONENT	
Initial Follow-up ..... *(Example: In January of 1980 initial follow-up will be conducted for students identified on the 1978-79 program roster.)*	January, of appropriate year
Reports due in Regional Office	February 15, of appropriate year
Reports due in Frankfort	April 1, of appropriate year
Employer Survey ..... *(In February of 1980 an employer survey list will be compiled for students employed in a related field as identified in the January initial follow-up of students listed on the 1978-79 program roster.)*	February, of appropriate year
List due in Regional Office	February 15, of appropriate year
List due in Frankfort	May 1, of appropriate year
Two-Year Student Follow-up For Direct Operated Programs ..... *(In September of 1980 a follow-up will be conducted for students identified on the 1977-78 program roster.)*	September, of appropriate year
Program Improvement Follow-up ..... *(In September of 1980 program improvement questionnaire will be mailed to students identified on the 1976-77 program roster.)*	September, of appropriate year
Summary to be completed	January 1, of appropriate year
PLACEMENT COMPONENT (OPTIONAL)	

FOLLOW-UP COMPONENT

STUDENT FOLLOW-UP COMPONENT

The collection of data relevant to the former vocational student's job success must be considered most vital to the continued progress of vocational education. Former student follow-up data is an extremely effective means of measuring the success of one program or of the statewide vocational education system. If a teacher, school or state agency is to be held accountable, all courses of action must be adequately justified. Therefore, utilization of pertinent follow-up data is a vital instrument when striving to achieve an acceptable accountability status.

Student follow-up data must also be utilized in the process of teacher self-evaluation and instructional methods and means evaluation. Each teacher must continually evaluate the method of presentation, course content, visual aids, etc. Student follow-up data is again the most feasible means of achieving this end.

The purposes of student follow-up are:

1. Justification for continuation or modification of existing programs or implementation of new ones.
2. Evaluation of existing instructional methods and providing an input source for improvement in order to update and maintain relevant vocational training programs.

Follow-up data can be used by the following groups in these ways:

1. School Administrators - The school administrator must be involved in program planning at the local level, thus data derived from student follow-up will be a vital factor in the decision-making process. Data accumulated from prior years may be utilized in detecting trends which influence school policy and physical management.
2. Planning Personnel - Administrators at the state department, regional and local levels must concern themselves with the results of former student follow-up when preparing new programs and/or new budgets for existing programs. Curriculum planning and course content must be measured and adjusted to meet the local employment demands. Former student follow-up data is an extremely vital instrument in this process.
3. Guidance Counselors - Follow-up data is of the utmost importance to the role of the vocational guidance counselor. Information must be readily available when counseling with a potential student in the selection of an area of study. Previous job placement records within a training area will always be a critical factor when a potential student is deciding on a vocation or trade.
4. Teacher Educator - The quality of vocational education is highly dependent on the teacher educator's ability to produce competent teachers. Reference data must be readily available when one assumes responsibility of developing a curriculum for the preparation of vocational teachers. There cannot be a more vital source of curriculum development reference data than that derived from studies of the results of former programs. The relevance can be exemplified by the fact that when it is revealed that a particular program has a low success rating, while the manpower demand factor indicates a need for skilled workers in the occupation, adjustments are mandatory from the teacher education program to the instructional program, course content and methodology.
5. Teacher - The teacher in any vocational area must utilize the data derived from follow-up of former students when planning adjustment of the curriculum and/or course content. The teacher is responsible for producing a product currently in demand by the business and industrial community. Former student follow-up is the most feasible means of establishing guidelines sufficient for maintenance of an instructional program designed to meet the labor force needs of the local community.

6. Reporting Personnel - Specific personnel are delegated the responsibility of reporting on the function and effectiveness of the agency. An example is the annual Vocational Education Data System (VEDS) report whereby former student follow-up data must be utilized.

Objectives for the follow-up component:

1. To provide valid data sufficient for reporting purposes.
2. To provide an instrument for evaluation of the instructional process and the physical plant relative to maintaining a quality of training acceptable by the local employment community.
3. To provide for a means of collection and dissemination of data designed to enable the teacher to perform a self-evaluation of the teaching process.
4. To develop a means of evaluating the benefits derived as a result of the training received.
5. To provide valid data on which to base decisions pertinent to addition, deletion or modification of vocational programs.
6. To provide a concise system whereby only necessary data will be requested.

Initial Follow-up Questionnaire

1. The Initial Follow-up Questionnaire has been designed so students may complete the top section prior to leaving school. This section contains personal information which may have changed from the time the student enrolled in the program.
2. The Initial Follow-up Questionnaire (Items I - V) provides information required for federal reporting and updating of records.
3. The bottom section provides for documenting information pertinent to the former student's current employment status. In the event the teacher is able to provide the information requested without mailing the questionnaire, he or she (the teacher) may complete the questionnaire, sign in the appropriate place and check a block revealing how the information was obtained. The teacher should attempt all alternatives of contact prior to declaring the student's status unknown. The questionnaire is then placed in a permanent file, either the student's or the follow-up file depending on the local school filing procedure.

E X A M P L E

INITIAL FOLLOW-UP NOTICIATION CARD

Dear _____

The Kentucky Bureau of Vocational Education is preparing to do a follow-up survey of people who were enrolled in vocational education programs in the _____ Region during the past school year.

The purpose of this follow-up is to gain information from as many former students as possible, to determine if the vocational education program has been or is of value to current work or school situations.

In approximately two weeks you will receive the questionnaire along with a cover letter and a return envelope. Please complete the questionnaire and return it to me.

Sign: _____(Teacher)_____

E X A M P L E

INITIAL FOLLOW-UP REMINDER CARD

Dear _____

A few days ago we mailed you a questionnaire asking for information as to how your vocational education program relates to your present work or school situation.

We have not received the completed questionnaire, so please check your records to find if perhaps you received it and did not realize the importance of the information. If so, please complete and return it as soon as possible.

Your cooperation will be most appreciated.

Sign _____ (Teacher) _____

INITIAL FOLLOW-UP COVER LETTER

_____
(Date)

Dear Former Student,

One of the major concerns of people in the area of vocational education is how well the vocational programs actually prepare for employment.

If you will remember, during the last few days in school, you were informed of the follow-up program, and given instruction on completion of the follow-up form. You will notice, you completed the top portion of the form prior to leaving school. The bottom part applies specifically to your employment situation, so please take a few minutes of your time to complete and return it to us. Please do this at your earliest convenience, since it is necessary that we have this information from you within 15 days after you receive this letter.

The information you provide will be used by your former vocational teacher and school administrators for planning purposes, and will be held in strict confidence. No one other than the follow-up personnel will see your answers. All reports will be in the form of totals and not on an individual basis. The results of this survey will be held on file in the school office, and will be available for your inspection if you desire to see it.

If you have any questions concerning this follow-up form, please call me.

Sincerely,

Vocational Teacher

INITIAL FOLLOW-UP
FORMER STUDENT FOLLOW-UP QUESTIONNAIRE

(COMPLETE THIS SECTION PRIOR TO EXIT DATE)

NAME _____ PHONE _____

SOMEONE WHO WILL ALWAYS KNOW YOUR ADDRESS _____

ADDRESS _____
(Street or R.R.) (City) (State) (Zip) (Phone)

VOCATIONAL PROGRAM _____ SCHOOL _____

(COMPLETE THIS SECTION IN JANUARY OF THE APPROPRIATE YEAR)

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely.

I. What is your current educational status?
- ___ Currently attending school
- ___ Not currently attending school

II. What is your current employment status?
- ___ Employed (Includes all employment, even if below your qualifications; does not include full-time military service)
- ___ Employed (Full-time military service)
- ___ Unemployed (Not employed, but actively seeking employment)

III. If not in the labor force (Not employed and not seeking employment because of choice, illness, full-time student status, retirement, pregnancy, or other such reason) Why?
- ___ Continuing education, date enrolled
- ___ Medical reasons
- ___ Employment not available in my locality
- ___ Personal reasons
- ___ Took the course for personal reasons
- ___ Other, explain

IV. Have you ever been employed in a job:
- ___ For which you received vocational training
- ___ Somewhat related to your vocational training
- ___ Not related to your vocational training

NOTE: If you are currently employed, or in full-time military service, please answer the remaining questions. Otherwise, skip the remaining items.

V. Please provide the following information on your present job:

A. Name of Company or Firm (If self-employed, please write self): _____

Company or Firm Mailing Address: _____
(City) (State) (Zip)

Your Immediate Supervisor: _____
(Last Name) (First Name) (M.I.)

Present Job Information: _____ _____
(Job Title) (Job Duties)

B. Is this job related to your field of vocational training?
- ___ Yes, it is directly or closely related.
- ___ No, it is only remotely related or is not related at all.

C. What is your current salary? $_____ per _____ (Do not add in overtime)

D. The salary in the preceding item is based on how many hours per week employment? _____ hrs. per wk

STUDENT'S SIGNATURE _____ DATE _____

FOR TEACHER USE ONLY

How above information was obtained:

___ Personal ___ Telephone ___ Mail ___ Other, please specify _____

___ From another person: _____
(Name) (Address) (Phone)

TEACHER'S SIGNATURE _____ DATE _____

Thank you very much for your cooperation. Please fold and return.

EMPLOYER SURVEY

The Employer Survey is designed to produce job related information from the employers of former vocational students.

This survey serves two basic functions:

1. Produce information necessary for administrators and teachers to assess program effectiveness, thus serving as a basis for program revision and updating, and
2. produce information necessary for reporting purposes.

In order for the aforementioned criteria to be achieved in compliance with regulatory agency guidelines, the Employer Survey will include employers of students enrolled in the program during the previous years. (Example: The 1980 Employer Survey will include the students enrolled in programs during school year 1978-79 who upon exit of the program obtained employment in fields related to training.) The Employer Survey will not be conducted on former students that are self-employed.

The teacher will prepare the Employer Survey List indicating the names of former students known to be working in a field related to training along with the complete and accurate name and address of their employers. The Initial Student Follow-up Questionnaire will be the most readily available source of information when preparing the Employer Survey List. The teacher will then mail the Employer Survey List to the regional office by February 15, of the appropriate year.

The regional office mails the Employer Survey to those employers listed on the Employer Survey List. The regional office will then summarize by program from the employer's responses and submit the summaries to the Occupational Information Unit and other vocational education personnel involved in the program evaluation by May 1.

The survey form for employers, a sample cover letter and an employer survey list for teachers to use are included in this manual (pages 18, 19, and 20).

EMPLOYER SURVEY LIST

STUDENT'S NAME	PERSONAL DATA									TERMINATION DATA			FOR REGIONAL OFFICE USE ONLY	O.E. CODE	*Important: Please give correct name and address for employer.*	
	EDUCATIONAL LEVEL			MALE			FEMALE			Completed Program	Completed More Than 50%	Completed 50% or Less	R/E-I/C CODE		EMPLOYER'S NAME	EMPLOYER'S ADDRESS
	11-12	P/S	Adult	B	W	O	B	W	O							

NOTE: Student information for this report should be obtained from the program roster and the initial follow-up questionnaire. Include only students who are marked "employed in a field related to their training" on the program roster (Column 36). Do not list self-employed.

Place an "X" in the appropriate columns under Personal Data and Termination Data. If race is "Other" indicate origin in "O" column as follows: H = Hispanic; A = Asian or Pacific Islander; I = American Indian or Native Alaskan

E X A M P L E

EMPLOYER SURVEY
COVER LETTER

_____
DATE

Dear _____(employer's name)_____

We are attempting to gain input from the employers of former vocational students in order that a relevant status be maintained in our instructional programs. Your answers to the enclosed questions will be most helpful when evaluating current programs and planning new ones.

You will find enclosed a brief instructional statement for your convenience.

Your cooperation with the endeavor will be most sincerely appreciated.

Sincerely yours,

DIRECTIONS: Please indicate your satisfaction with the employee as compared with other workers in the same work group. If the worker is the only person employed with your firm, compare him or her with others who have worked in the same position. This information will be kept strictly confidential. Please respond to all questions, even if the employee no longer works for your firm.

This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. This form contains no student-identifiable information. The code number in the upper right-hand corner contains information of the program in which the individual was enrolled, the level of the program, and other demographic information which will allow vocational educators to evaluate the effectiveness of their program. No part of the code contains student identifiers. Please remove the cover letter before returning this form.

SCHOOL YEAR: _____ (_ _) (_ _ _ _ _ _)

SCHOOL NAME: _____ R.E. CODE O.E. CODE

EMPLOYER SURVEY OF EMPLOYEE PERFORMANCE

NOTE: This report is authorized by law (20 USC 2312 and 20 USC 2391). While you are not required to respond to this survey, your cooperation is needed to insure that the results of this effort are comprehensive, reliable, and timely. No student identifiers will be forwarded to the Federal government.

I. VOCATIONAL TRAINING EVALUATION

Please rate the vocational training received by the individual in the following areas:

A. Technical Knowledge	Acceptable	Needs Improvement
1. The degree to which the employee possesses specific job-related knowledge important to success on the job.....	___	___
2. The degree to which the employee is able to operate the equipment and apparatus used on the job	___	___
3. The degree to which the employee possesses basic reading, verbal and computational skill	___	___

	VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR
Overall rating of technical knowledge	___	___	___	___	___

B. Work Attitude	Acceptable	Needs Improvement
1. Willingness to accept responsibility	___	___
2. Punctuality	___	___
3. Ability to work without supervision	___	___
4. Willingness to learn and improve	___	___
5. Cooperation with co-workers	___	___
6. Compliance with management policies, rules, and practices	___	___
7. Work Attendance	___	___

	VERY GOOD	GOOD	NEUTRAL	POOR	VERY POOR
Overall rating of work attitude	___	___	___	___	___
C. Overall rating of work quality	___	___	___	___	___
D. Overall rating of work quantity	___	___	___	___	___

II. OVERALL RATING

What is your overall rating of the vocational training received by this individual as it related to the requirements of his or her job? ..... ___ ___ ___ ___ ___

III. RELATIVE PREPARATION

As a result of this person's vocational training, how would you rate his or her preparation in relation to other employees in his or her work group who did not receive such training?

1. No basis for comparison ___
2. Individual is better prepared ___
3. Both are about the same ___
4. Individual is less prepared ___

PLEASE MAKE ANY COMMENTS ON THE BACK OF THIS FORM

PLEASE FOLD AND RETURN TO ADDRESS STAMPED ON BACK OF THIS FORM. (IF LARGE NUMBER OF FORMS ARE TO BE MAILED, PLEASE MAIL ALL UNDER SAME COVER.)

_____
EMPLOYER NAME

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_____
EMPLOYER ADDRESS

PROGRAM IMPROVEMENT FOLLOW-UP

The purpose of the Program Improvement Follow-up of Former Vocational Students is to provide information directly to the vocational teachers for use in the program improvement plan.

The Program Improvement Follow-up of Former Vocational Students (including Consumer and Homemaking program completers) has been designed so students may complete the top section prior to leaving school.

Teachers or assigned clerical staff are asked to mail the one page questionnaire to students who exited the program during the school year three years previously. (For example: In September of school year 1979-80, vocational teachers should plan the program improvement follow-up on completers and leavers only during the 1976-77 school year.)

Consumer and Homemaking students will receive a one page questionnaire designed exclusively for Consumer and Homemaking program completers (page 25). The definition of a completer in Consumer and Homemaking is anyone who has completed two years of Comprehensive Home Economics (which may be interpreted as Comprehensive I and one other year's work including Comprehensive II or special interest classes), or anyone who enrolls in and finishes a non-prerequisite course.

Since most teachers are not in close touch with persons who have been out of school for three years, it is expected that most of the Program Improvement Follow-up of Former Vocational Students Questionnaires will be mailed to students for them to complete. If former student's address has changed since completing the top of the Program Improvement Follow-up of Former Vocational Students, the correct address may be obtained from school records, the Initial Follow-up, Student Referral and Placement Card, or other updated records and address changes.

The one page questionnaire is designed to include a section for teachers to add their own questions specifically about their instructional program. The questionnaire also contains a section for former student's unsolicited comments about the program.

Teachers will analyze the responses to the program improvement follow-up and make arrangements to update and revise the curriculum accordingly.

The questionnaire, a cover letter, and notification postcard are included in this manual (pages 22, 23, and 25).

E X A M P L E

2 YEAR PROGRAM IMPROVEMENT FOLLOW-UP NOTIFICATION CARD

Dear _____

We are preparing for a follow-up survey of people who were enrolled in vocational education programs during the 19__ school year.

You will receive a questionnaire with an explanation cover letter in approximately two weeks.

Your prompt action will be most sincerely appreciated.

Sign: _____ (Teacher) _____

PROGRAM IMPROVEMENT FOLLOW-UP COVER LETTER

_____
(Date)

Dear Former Student,

We need your help to evaluate the effectiveness of vocational education programs in this area. The information we are requesting will be used in improving present programs and in planning new ones. As a former student of vocational education, your activities and opinions are among the most valuable input we will receive.

Please complete this follow-up questionnaire and return it to us today. The information you submit will be kept confidential and used only for general reports. This is your opportunity to "tell it like it is" and help make sure that vocational education offers the best possible programs and services for future students. A postage-paid envelope is provided for your convenience.

Please mail this important information promptly. Your cooperation will be most appreciated.

Sincerely yours,

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Vocational teacher

PROGRAM IMPROVEMENT FOLLOW-UP OF FORMER VOCATIONAL STUDENTS

Name: _____
Last First Middle Maiden Name

Date: _____ _____
Month Day Year Social Security No.

Please give your current address: _____
Street or Rural Route City

_____
State Zip Code

School: _____ Vocational Program: _____

Part I: Employment Status

1. Are you working?
   ___ full-time
   ___ part-time
   ___ unemployed
   ___ continuing education
   ___ military service
   ___ self-employed

2. If employed, give name and address of your employer. (If not employed go to No. 10).
   _____
   _____
   _____

3. What type of work do you do?
   _____
   _____
   _____

4. What are your most important duties?
   _____
   _____
   _____

5. How did you get your job?
   ___ teacher
   ___ counselor
   ___ state employment service
   ___ newspaper advertisement
   ___ friend or relative
   ___ found own job
   ___ other

6. What is your salary?
   $_____ per hour

7. How many hours do you work per week?
   _____

8. How well did your vocational training prepare you for your present job?
   ___ excellent ___ fair
   ___ good ___ poor
   Suggestions for improvement
   _____
   _____
   _____

9. How well did your vocational training prepare you to secure and to hold your job?
   ___ excellent ___ fair
   ___ good ___ poor
   Suggestions for improvement
   _____
   _____
   _____

10. If you are unemployed, have you worked since leaving school?
    ___ yes ___ no

11. If yes, what type of work did you do?
    _____
    _____

12. If you are not working, would you like for us to help you locate a job?
    ___ yes ___ no

13. Give the name and address of your former employer.
    _____
    _____
    _____

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14. If you are enrolled in school, give the name of your school and your area of study.

_____
_____
_____

15. If you are not working in the area of your vocational training, would you explain why?

_____
_____
_____

16. How do you rate your vocational program?

____ excellent ____ fair
____ good ____ poor

Suggestions for improvement

_____
_____
_____

Part II: The following space has been provided for vocational teachers to add additional questions, if desired.

1. _____

_____

2. _____

_____

3. _____

_____

Part III: The following space has been provided for your frank comments about your school and your program. The information will be used as guidelines for program improvement only and your comments will be considered STRICTLY CONFIDENTIAL. The space may also be used to explain some of the answers given above.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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THANK YOU

PROGRAM IMPROVEMENT FOLLOW-UP OF VOCATIONAL STUDENTS
(CONSUMER AND HOMEMAKING PROGRAMS)

Name: _____ _____
Last First Middle Maiden

Date: _____ _____
Month Day Year Social Security No.

Please give your current address: _____
Street or Rural Route City

_____
State Zip Code

School: _____ Vocational Program: Home Economics

Part I: Employment Status

1. Are you?

____ full-time homemaker
____ part-time employed and homemaker
____ full-time employed and homemaker
____ continuing education
____ military service

2. What type of paid work do you do?

_____
_____
_____

3. How many hours do you work per week for paid employment? _____

Part II: How well did your home economics classes prepare you as a full- or part-time homemaker for the tasks related to the following:

	Excellent	Good	Fair	Poor	Not Applicable
1. Combining the roles of homemaking with wage-earning	____	____	____	____	____
2. Preparing meals for yourself and/or others	____	____	____	____	____
3. Providing adequate nutrition for yourself and/or others	____	____	____	____	____
4. Selecting, purchasing and caring for food products	____	____	____	____	____
5. Managing basic housekeeping tasks and routines	____	____	____	____	____
6. Selecting and securing adequate housing	____	____	____	____	____
7. Providing a satisfactory home environment	____	____	____	____	____
8. Getting along with others including family members, friends, and co-workers	____	____	____	____	____
9. Understanding responsibilities of parenthood and/or becoming a parent	____	____	____	____	____

	Excellent	Good	Fair	Poor	Not Applicable
10. Caring for infants and/or young children	____	____	____	____	____
11. Managing time and energy	____	____	____	____	____
12. Budgeting money to meet individual and/or family needs	____	____	____	____	____
13. Providing adequate health care for yourself and/or family	____	____	____	____	____
14. Making personal and/or family consumer decisions	____	____	____	____	____
15. Coping with legal matters such as handling contracts, taxes, and property	____	____	____	____	____
16. Developing sound buying habits including use of credit	____	____	____	____	____
17. Providing for leisure-time activities including social events for the family	____	____	____	____	____
18. Providing leadership to become an involved individual and/or family member in the community	____	____	____	____	____
19. Handling personal and/or family emergencies	____	____	____	____	____
20. Providing and caring for clothing and textile products	____	____	____	____	____

Part III: (Optional)

The following space has been provided for your frank comments. The information will be used as guidelines for program improvement only. Your comments will be considered strictly confidential.

How do you now view your previous school experiences?

How did your classes in home economics contribute to improving your life?

Other

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TWO-YEAR STUDENT FOLLOW-UP (DIRECT OPERATED PROGRAMS)

The regional office will determine what survey form will be used to follow-up program completers to meet SACS Accreditation Standard 11. It has been recommended that survey items identified on the Initial Follow-up Survey be used; however, each region will have the option of developing a questionnaire that might better meet the individual needs of the region. No time lines have been identified for this survey but for program improvement and planning activities, it is recommended that this survey be completed in conjunction with the program improvement survey.

PLACEMENT COMPONENT

OPTIONAL

PLACEMENT COMPONENT

The Placement Component is designed to be comprehensive to the point that assistance may be provided for any student or former student of vocational education striving to achieve a new level on the career stair case.

The primary objective of vocational education is gainful employment, therefore, emphasis may be placed on this service. We must not, however, fail to recognize that placement assistance service may be provided for those people desiring to advance to a higher level of education.

A placement service provides immediate feedback — identifying the individuals who have reached their career objective at that point in time and those who are still in the process of reaching a particular objective. A placement service is one avenue to put vocational educators in contact with key individuals throughout the community. These contacts can provide the various kinds of information needed to make immediate changes to better meet needs of individuals, businesses, industries, other educational agencies, and other kinds of agencies; such as labor unions, chamber of commerce, and social service groups. This type information can have an impact on program planning, program operation, guidance and counseling, and public relations.

The Placement Component provides for many avenues of identifying potential employment to the student and former students. These avenues are described in detail in the context of this manual.

Objectives For The Placement Component

1. To provide employment assistance to students leaving vocational programs in obtaining entry-level jobs.

2. To provide assistance to students leaving vocational programs in appropriate educational placement.

3. To provide assistance to students in obtaining part-time employment while enrolled in vocational programs.

Placement Component Overview

The Placement Component is designed to assist students and/or former students in achieving the next step in their career ladder, whether it be employment or continuing education.

Three major categories of job placement are described. It should be recognized that vocational teachers maintain contact with employers within their occupational areas; therefore, many placements result from this employer/teacher relationship. When this occurs, the teachers may complete the job information on the back of the student's referral and placement card and file it in the appropriate location. Two additional methods of providing placement services are the Student Job Availability files and a cooperative arrangement with the State Employment Service. The Student Job Availability files provide the school staff with information needed to match student abilities and desires with job requirements. The cooperative arrangement with the State Employment Service provides for interviewers to visit schools on a regularly scheduled basis. This service will bring to each school job information from all areas of the state via the State Job Bank. Each employment service interviewer will have available daily updated microfiche from the State Job Bank. This information can be disseminated to the school and to the individual student through the routine visits by the employment service representative. The placement component also contains sub-systems with alternative approaches to each.

Educational placement services are provided to students by counselors and teachers. They assist students in making plans to continue toward higher educational objectives. This planning may involve securing information about schools and/or programs, cost estimates, contact persons, etc.

STUDENT AVAILABILITY FILE

The student availability file is designed to provide for the maintenance of a current file of students who have officially declared themselves available for employment. The student referral and placement card is designed to be completed by the student and teacher, and serve as the official notification that such student desired employment. Upon completion, the card will be deposited in the student availability file located in a central location in the school. This file will be open to the school staff in order that each teacher may check periodically to find if his or her student(s) have been placed. An established visitation schedule provides for the state employment service Employment Interviewer to check the file for new job seekers. The new registrant will be called from class to give pertinent information during a personal interview by the state employment service employment representative. The interviewer seeks supplemental helpful information from the teacher prior to referring the student to an employer.

The student referral and placement card provides for space to list the employers referred to and the resulting actions taken. The card of the student placed is then removed from the active file and placed in the appropriate file.

In the event a student requests additional placement assistance service, the availability card will be reactivated, placed on active file, the process will be repeated.

When a student is referred to an employer, either by a school official or the state employment service Employment Interviewer, a student introduction card will be provided for the student to present to the employer. The employer will be asked to provide pertinent information and return the card to the school. The information on the card will be recorded on the student availability card and the introduction card placed in the student's permanent record.

The information generated by the student introduction card and the student availability card will provide the teacher will valuable leads for implementation of the initial follow-up.

DATE: _____
School Year

STUDENT REFERRAL and PLACEMENT CARD

Circle One (S) (PS) (A)

(Please Print)

NAME: _____

ADDRESS: _____

_____ Street or Rural Route _____ City _____

_____ State _____ Zip Code _____ Phone _____

AGE: _____ BIRTHDAY: _____ SOCIAL SECURITY NO: _____

Other person who can locate you: _____

Address: _____ Phone: _____

Vocational Program Area: _____

List competencies mastered or describe maximum skill level achieved. _____

_____

_____

_____

☐ Continuing Education _____ School _____ Area of study

☐ Military Service _____ Branch

☐ Not interested in employment

Reactivate date _____

" " _____

_____
Student's Signature

REVERSE SIDE OF CARD

Referred to	Date	Referred by	Interviewed Yes	Interviewed No	Employed Yes	Employed No	Student Refused Job	Employer Refused Student	Reason for rejection if not employed or job description if employed

STUDENT REFERRAL AND PLACEMENT CARD
Instructions

Date: List the current school year which the card is initiated, example 1978-79.

(S) (PS) (A): (S) denotes secondary students enrolled in a school organized to appropriate learning experiences and related services for youth generally classified in grades 9 through 12. (PS) denotes youth or adults who are available for an organized program of study in preparation for entering or re-entering the labor market. (A) denotes employed persons who need training or retraining to insure stability or advancement in employment.

Name: Print the students' full name. If last name has changed please indicate.

Address: Print the student's current address in its entirety.

Age: Give the student's current age.

Birthday: Give the student's birthday; list month, day and year.

Social Security Number: Place the student's social security number, if not available place "N.A." in the space provided for the social security number, and ask the student to apply for a number.

Other Person Who Can Locate You: The student should select someone who will be able to contact him or her in the event that a job is available and the student cannot be contacted at the listed address.

Address: Give the address of the other person who can locate the student.

Phone Number: Give the phone number of the other person who can locate the student.

Vocational Program Area: Give program in which the student is currently enrolled.

List Competencies: The teacher will give a brief description of the competencies or degree of proficiency the student has attained at the time of initiating the card.

Continuing Education: If the student is pursuing a higher level of education and not seeking employment, indicate this by placing an (X) in the box, and give the name of the school and the area of study.

Military Service: If the student has entered the military service at the time of termination from the vocational education program indicate so by placing and (X) in the box and list the branch of service in the space provided.

Not Interested In Employment: In the event a student prepares to leave a program and expresses no interest in seeking employment or continuing education, indicate this by placing an (X) in the box.

Reactivate Date: In the event a student accepts employment upon completion of the program, but due to existing circumstances requests additional placement assistance, indicate by placing an (X) in the box and give the date of the request for additional placement service.

Student's Signature: The student should sign the card varifying the information recorded on the card. The student's signature also indicates request for placement services.

Reverse Side of Card

Referred To: Give the name of the employer to which the student is referred.

Date: Give the date of the referral.

Referred By: Give the name of the person or agency making the referral. In the event the student makes the contact his or herself, place the student's name or write self in the space provided.

Interviewed (yes) (no): Indicate by placing an (X) in the appropriate space if the student is interviewed.

Employed (yes) (no): Indicate by placing an (X) in the appropriate space if the student is employed.

Student Refused Job: If the employer made a job offer and the student refused the offer indicate so by placing an (X) in the appropriate space.

Employer Refused Student: If the employer found reasons not to employ the student, indicate so by placing an (X) in the appropriate space.

Reason: Place in this space one of the three following:

(1) The reason the student refused the job.
(2) The reason the employer refused the student.
(3) If employed give the job description - examples, welder, waitress, sales clerk, etc.

STUDENT INTRODUCTION CARD

INTRODUCTION CARD from

SCHOOL _____

Teacher _____

Phone _____

To: _____

Address: _____

Contact: _____

Phone Number: _____

Appt. Time: _____

Date: _____

Introducing: _____

For Position of: _____

EMPLOYER: Please complete appropriate item below and RETURN THIS CARD to us promptly.

Thank You _____

Hired. Date started work _____

Not Hired: Reason _____

Application taken for future consideration.

Interviewer: _____

In the interest of improving our service to you, we invite your comments.

_____

_____ _____

Employer's Signature *Date*

Source: Broward Community College
Fort Lauderdale, Florida

INSTRUCTIONS

The student introduction card is designed to serve as an optional instrument. The primary objective of the card is to serve as a means of formally introducing the student to the employer. A secondary objective of the introduction card is to provide a means of communication from the employer to the teacher, relative to the student referral.

In the event the card is utilized as intended, the teacher may learn of factors critical to the instructional content of the program, thus the introduction card has potential for serving as a program evaluation instrument.

As previously stated, the introduction card is optional, thus based on local relative factors, the teachers should decide if the merits of the card warrant the efforts.

JOB AVAILABILITY PROGRAM

The purpose of the job availability file is to establish a systematic means of providing employment availability information for vocational students preparing to enter the employment world.

This will be achieved by developing a cooperative communications network involving the student, teacher, counselor, principal, coordinator, employers, state employment agency and/or other pertinent agencies or individuals.

Previously, employment information has been disseminated to the students, but no formal system had been developed. The lack of a formal system provides for inefficiency in the system. The development of a standard procedure will greatly enhance the students chance for locating employment within their interest and ability range.

JOB AVAILABILITY FILE

This file is designed to provide a current listing of jobs available in the area. These jobs will be filed by occupational family and shall be maintained in a central location in each school so that each staff member may have access to it.

Imput to the file will come from the teacher and other vocational education personnel. Each person is encouraged to report all employment opportunities which he or she cannot fill from his or her class.

This information is compiled from job leads provided by teachers, counselors, coordinators, principals, students, other school personnel and private citizens. This information is merged with the job data from the Bureau for Manpower Service into one comprehensive job availability list. This list is categorized by occupational area and is designed to reveal all pertinent information of each job listing.

This information will be reported on the job availability card. Each teacher and staff member will have access to a supply of cards and be encouraged to complete and file a card each time a new job opportunity is located.

On a designated day of each week, the local school secretary will compile a list of jobs reported and submit the list to the regional office. (See summary form). The placement and follow-up secretary in the regional office will compile a regional list and mail a copy to each school. The school administrator will receive the new list, separate the list by occupational area, and distribute the list to the appropriate teachers. This method will provide for region-wide circulation of employment opportunities. When a job is known to be filled, that information will be reported in the same manner on the reverse of the Job Availability Card and the job will be deleted from the next week's list.

In the event extenuating circumstances at the local level alter the feasability of utilizing the above described mail-out system, a regional telephone communication network may be implemented for dissemination of job availability information.

Job availability cards are made available for all employers to contact the teacher and provide the necessary information to complete and mail the Job Availability Card to the regional office for dissemination through the regional network.

JOB ORDER
(Job Availability File)

Name of Company: _____

Address: _____
(Street or Rural Route) *(City)*

_____
(State) *(Zip Code)*

Phone No: _____
(Area Code and Number)

Job Title: _____

Job Description: _____

_____

_____

Approximate No. Hours Per Week: _____ No. of Days per Week: _____

Date Job Will Be Available: _____

Person to Contact: _____

_____

_____

Name	Date	Referred by	Interviewed		Employed		Student Refused Job	Employer Refused Student	Reason
			Yes	No	Yes	No			

JOB PLACEMENT SYSTEM

Job Availability Report

School: _____ Date: _____

Employer's Name	Contact Person	Job Description	Date Available

STATE EMPLOYMENT SERVICE PLACEMENT SYSTEM

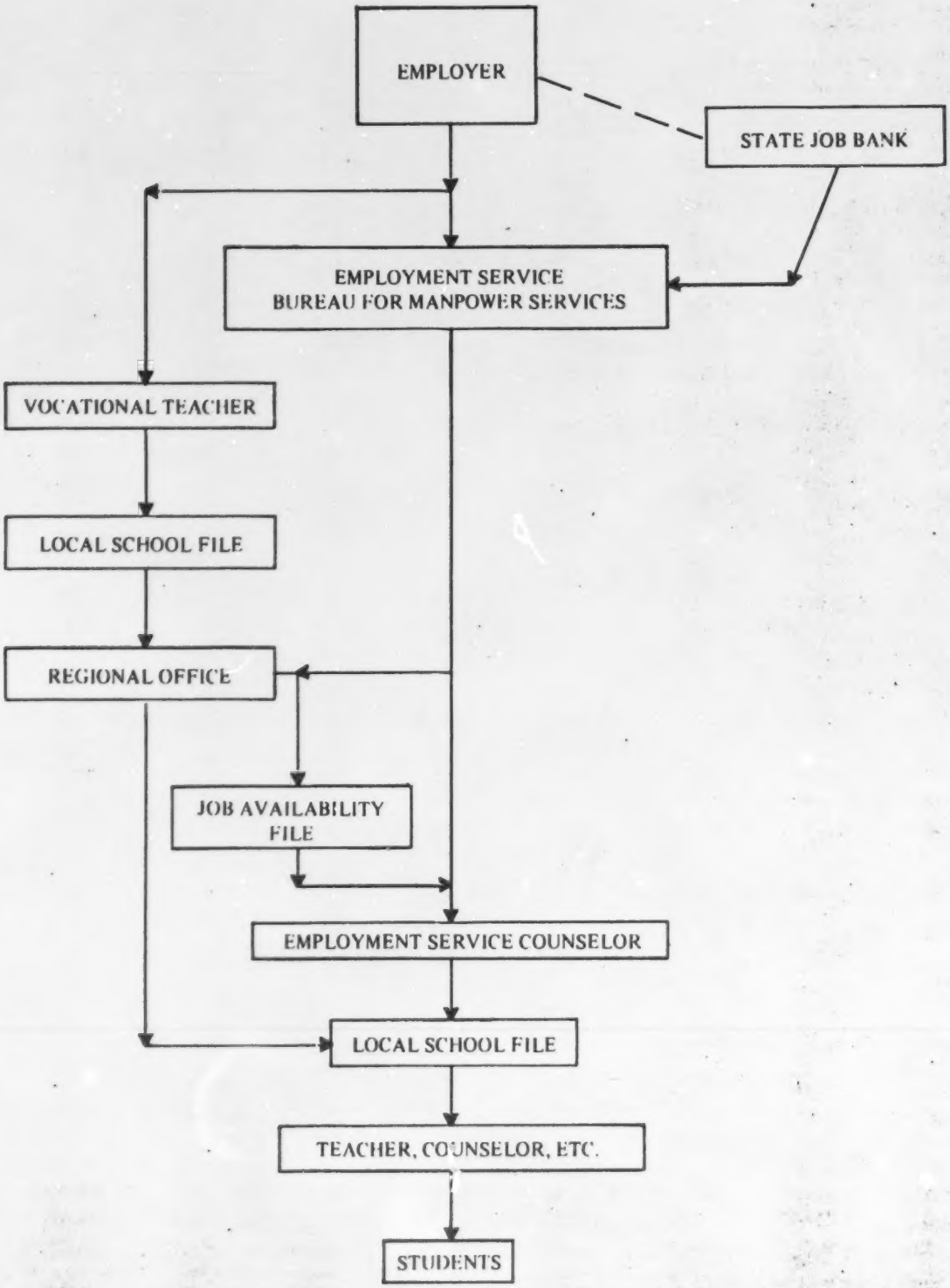
The State Employment Service will assigne an employment interviewer to each school in the region. The school will be visited on a routine scheduled basis. The frequency of visits will depend on the demand for placement service at the local school.

The employment interviewer will maintain close contact with each vocational education teacher. Each teacher will be provided with the name, address and phone number of the interviewer in the event the teacher needs to contact the interviewer between visits.

When the interviewer visits the school, two principal functions will be prformed.

1. The interviewer will receive applicants for placement assistance service.

2. The interviewer will determine the need for employment and attempt job development for those desiring employment in occupations where no job listings are available.

The employment service interviewer will continue to maintain close contact with the school administrator and all vocational teachers in the school. In essence, the school administrator, the counselor (where available), the teacher and the employment interviewer will make up the placement team which will serve the vocational education programs in the school.

JOB AVAILABILITY
INFORMATION FLOW SYSTEM